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# NAVAL POSTGRADUATE SCHOOL Monterey, California



## THESIS

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THE EDUCATION AND DEVELOPMENT OF  
STRATEGIC PLANNERS IN THE NAVY

by

Michael R. Weiss

December 1990

Thesis Advisor: R. Mitchell Brown III

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**The Education and Development of  
Strategic Planners in the Navy**

by

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requirements for the degree of

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## ABSTRACT

This thesis examines the graduate level education and professional military education programs available to U.S. Navy officers who are designated as, or seek to become, Strategic Planners. The programs are reviewed and suggestions are given for interweaving education with billets to provide the career path necessary to expose naval officers to the environment in which the modern strategist must operate. The utilization of officers is also investigated through the results of a survey sent to 449 naval officers with both educational and experience-based Strategic Planning subspecialty codes. Their opinions on the preparation they received, plus their recommendations for improvement are provided.



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## I. INTRODUCTION

This thesis addresses the education and utilization of naval officers designated, or who seek designation as Strategic Planners. Topics in the field of International Relations had been of very little interest to me at the Naval Academy, where as an engineering student, I had no time to devote to additional reading of what the leaders of the United States considered to be of consequence. However, a few years ago, as a participant in the Naval War College Non-resident seminars offered through the College of Continuing Education, I became increasingly interested in Political Science, Foreign Affairs, and National Security. It was that Naval War College program that convinced me to pursue further study in the field of National Security Affairs.

Shortly before I reported to the Naval Postgraduate School, I read an article published in the U.S. Naval Institute Proceedings entitled "Where Will the Warriors Come From?" In the article, a political-military specialist U.S. Navy captain raised the question of whether naval officers were neglecting the study of the art of war, in exchange for becoming proficient in technical and engineering fields. [Ref. 1] This article made me wonder whether the Navy was, in fact, properly educating and training its officers to

become strategists, or whether this was an area left to chance, in the hope that a sufficient number of qualified officers could somehow grow into strategic thinkers "in their own spare time."

This thesis examines the education and training necessary to produce naval strategic planners in the future. Specific points covered are:

- WHY STRATEGIC PLANNING IS IMPORTANT - Of what relevance is this area to the Navy?
- WHAT MAKES A STRATEGIC PLANNER - Where will these people come from?
- WHAT OPTIMUM CAREER PATTERNS THEY SHOULD FOLLOW - Is there such a thing as a pipeline for developing naval strategic planners?
- WHAT STRATEGIC PLANNERS SHOULD KNOW
- HOW AND WHERE THEY SHOULD BE TRAINED
- HOW AND WHERE THEY SHOULD BE EDUCATED

In researching the information necessary to conduct this thesis, I initially planned to conduct a survey of graduates from the Naval Postgraduate School in the area of Strategic Planning. It was later decided to expand the survey to include graduates of other institutions, as well as officers who were coded based on their experience. To my knowledge this is a first time effort on this subject.

Questionnaires were sent to 102 graduates from the Naval Postgraduate School (NPS) to aid in determining the applicability of their educational experience at NPS to their use in subsequent strategic planning billets.

Questionnaires also were sent to 347 non-NPS and experience coded officers. A comparison was conducted in an attempt to determine any trends that may prove beneficial for creating better career management tools and better subspecialty code to billet matching. Results of the survey appear primarily in Chapters VII and VIII, as well as in the appendix.

## II. THE IMPORTANCE OF STRATEGIC PLANNING TO THE NAVY

### A. INTRODUCTION

Since the early 1980's the "Maritime Strategy" (now "Naval Policy") has produced significant reforms in the Navy, especially in the area of stimulating strategic thinking among the Navy's leaders. The Navy needs officers who are able to articulate the maritime power aspects of the national military strategy to the Department of Defense, members of Congress, and to the public. The need to be able to project the needs of the Navy with respect to strategy and naval force structure in the future will become even more important in times of increased competition for scarce resources.

This section will deal with some basic definitions regarding what long-range planning and strategic planning are. The background of strategic planning organizations in the Navy since the early 1900's will also be given. It will be shown that the interest in conducting naval strategic planning has varied throughout the years. The contemporary importance of conducting strategic planning will be discussed, as well as the recent formation of some organizations that assist the Navy leadership with the task of conducting long-range and strategic planning.

## B. BASIC DEFINITIONS

Strategy can be defined many ways. The definition that best suits the military probably can be found in JCS Pub. 1.

STRATEGY: The art and science of developing and using political, economic, psychological, and military forces as necessary during peace and war, to afford the maximum support to policies, in order to increase the probabilities and favorable consequences of victory and to lessen the chances of defeat. [Ref. 2:p. 5]

The strategic planning process is the formulation and application of strategy in the planning of future military forces [Ref. 2:p. 74]. It can be seen that the formulation of strategy should take place at many levels, since it encompasses a wide variety of areas necessary for the use of military force.

According to Rear Admiral Michael McDevitt, U.S. Navy, a former executive director for the CNO's Executive Panel (OP-00K), long-range planning entails examining "...potential scenarios and potential outcomes 20 years or more into the future." [Ref. 3:p. 110] This type of planning can further be broken down into three categories:

- Extended planning, which projects today's world into the future in an evolutionary manner
- Descriptive planning, which postulates alternative future scenarios
- Prescriptive planning, which establishes a preferred future environment and identifies those developments that can be exploited to shape the future

Rear Admiral McDevitt defines strategic planning as being similar to prescriptive planning but actually being a subset of long-range planning. Strategic planning,

therefore, seeks to "...identify those future areas of change in political-military, economic, and security policy and technology that may have the greatest impact, and to prepare policies as appropriate to those circumstances."

[Ref. 3:p. 110]

By using these definitions, long-range planning and its three categories can be seen as an attempt to develop a picture of what the future might resemble. Strategic planning can be thought of as a means toward achieving a desirable end.

### **C. OVERVIEW OF NAVAL STRATEGIC PLANNING ORGANIZATIONS AND THE CYCLICAL INTEREST IN LONG-RANGE PLANNING**

Since 1900, there have been many different organizations used to conduct long-range planning for the Navy. From 1900 until 1951 the primary body was the General Board. It was responsible for advising the Secretary of the Navy (SECNAV) on a variety of topics and issues and before World War I either originated or coordinated almost all planning in the Navy. In 1915 primary war planning responsibility rested with the office of the Chief of Naval Operations (CNO). During the inter-war years the General Board was responsible for developing naval building programs, reviewing warship characteristics, studying political and strategic questions, and reviewing major war plans. Following World War II the utility of the board was deemed to be of lesser importance



in light of the formation of the new Department of Defense. In 1951 the Secretary of the Navy disbanded the General Board. [Ref. 4:p. 62]

Prior to World War II the Secretary of the Navy, as a Cabinet officer, had his own budget appropriations. The General Board advised the Secretary of the Navy, and the funds could be allocated to different programs. This system changed during World War II, as the Navy was required to defend its programs in the arena of the Joint Chiefs of Staff. Today, the Secretary of Defense has to fight for funding for the Navy (and other services) amidst competition from domestic programs and desires of many special interest groups including the Department of Defense (DoD) and the services. [Ref. 5:p. 52]

In the mid-1950's, Admiral Robert Carney, The Chief of Naval Operations, requested the convening of an Ad Hoc Committee to study long-range shipbuilding plans and programs for the Navy. The objective was to look past the normal 5-year shipbuilding plan and come up with a 15-year plan. [Ref. 5:p. 53] In the past, this would have been the job of the General Board. The Navy lacked an organization to do this, and when the committee chairman, Vice Admiral Ralph Ofstie, explained that it would be difficult to do a satisfactory job, Admiral Carney formed the Long-Range Objectives Group (OP-93) in February, 1955. That organization grew in power and influence the following year,

thanks to the new CNO, Admiral Arleigh Burke. Admiral Burke had served on the General Board following World War II and appreciated the importance of long-range planning in the Navy. He made OP-93 directly responsible to himself and the Vice Chief of Naval Operations (VCNO). OP-93 was chiefly responsible for providing an annual statement on Long-Range Objectives (LRO), an estimate of naval force levels required for 10-15 years into the future. In the 1960's, as the Planning, Programming, and Budgeting System (PPBS) gained influence as the standard planning mechanism for the Department of Defense, fiscal priorities began to overshadow strategic planning. OP-93 produced statements that were concerned with naval forces not so extended into the future. OP-93 became less important in the decision making process and in 1970, it was disestablished. [Ref. 5:p. 63]

During the 1970's, planning was done by ad hoc planning groups or committees that would be formed for the specific purpose of tackling an important issue and then be disbanded when a satisfactory solution was found.

In early 1980, the Long-Range Planning Group (OP-00X) was created by the CNO. The group's mission was to "...assist the Chief of Naval Operations in systematically identifying and prioritizing long-range Navy objectives, weighing alternative strategies for achieving them, and assessing the impact of future resource limitations on future naval capabilities; and to serve as principal staff

advisor to the CNO on long-range planning matters." [Ref. 6:p. 26] The staff consisted of a rear admiral, two captains and three commanders, all of which were considered to be highly qualified in their operational specialties. Some had degrees from Harvard, MIT and Oxford. Less than three years later the group was disbanded. It had fallen prey to projects that may not have been challenging enough for this group. This fact, coupled with the CNO's disappointment with the group and its increasing use to solve ad hoc problems, doomed it.

#### **D. USES OF STRATEGY AND STRATEGIC PLANNING**

Long-range, strategic planning is inherently important to the Navy for various reasons. Not only must the Navy be concerned with the possible future environment that may exist and the military capability of potential adversaries, but also it must take into account domestic factors such as the cost of resources and expense of operating and maintaining a navy. Strategic planning is therefore important to the Navy for three primary reasons: 1) Warfighting; 2) Force planning; and 3) Marketing.

Simply stated, the primary importance of the formulation of strategy in the military focuses around warfighting. Theater level planning and execution is principally the job of the various CINCs, and exercises are conducted during

peacetime to ensure that forces will be ready when called upon to act in support of U.S. policies.

During peacetime, force planning issues dominate the strategic planning process. Appendix A provides a framework for force planning developed by two officers at the Naval War College. It can be seen that force planning can be a very complicated process due to the nature of the many variables involved. This is the second dimension to the world in which a strategic planner lives.

A third role for the strategic planner is what might be best called marketing. This entails selling the proposals for long range capital investments not only to the Congress and American public, but also to the allies. To do this effectively requires a knowledge of the American political system and how it operates with respect to the defense budget. It also requires a firm understanding of American commitments to other nations.

Warships, by their very nature, are long-range capital investments. With expected operational lifetimes in excess of twenty years and the life expectancy of an aircraft carrier in the vicinity of 40 to 50 years, it is important to design a ship that will be able to fulfill missions that may be required of it many years into the future. As an example, the USS Forrestal (CV-59) was commissioned in October 1955. In the year 2000, it will be 45 years old. The two carriers Midway and Coral Sea, which are being

phased out, were constructed during World War II. [Ref. 7:pp. 91 and 94] Ship design must also be able to incorporate improvements in power plant and weapon systems. If the design of such ships is not well thought out, taking future strategic and operating conditions into account, their capabilities could be considered obsolete when needed.

With the ending of the "Cold War," there has been a great tendency to cut the funding for the military and race to dismantle what has been generated in the way of power structures. No longer is the Soviet Union seen as a great threat to the United States. If anything, this presents a more difficult working arena for the strategic planner. While the Soviets were seen as the primary threat to the United States and consequent funding was provided to build a strong navy, many lesser, but more frequent crises were handled by naval forces that had been built and organized primarily for conflict with the Soviets. The shift from a bipolar to a multipolar world, dominated by regional conflicts and ad hoc alliances, such as those occurring now in the Persian Gulf area are more likely to take place in the next two decades.

In his March 1990 statement before the House Armed Services Committee on Intelligence Issues, Naval Intelligence Director Rear Admiral Thomas Brooks testified that the world is indeed becoming a more dangerous place, due not only to instabilities from radical leaders, but also

from the proliferation of weapons and advanced technologies to many Third World nations. The following is a summary of just a few of the problems that the U.S. military may have to contend with in the future, and that means the planner will have to contend with them now:

- 102 countries worldwide now have cruise missiles; by the year 2000, 15 countries will be producing their own ballistic missiles.
  - 41 countries worldwide now have naval mining capability.
  - 14 countries worldwide now have chemical weapons; 11 countries are suspected of developing them.
  - 3 countries worldwide now have bacteriological weapons; 15 countries are suspected of developing them.
  - 40 countries worldwide are now arms producers.
  - 41 countries worldwide now have diesel attack submarines; in the Third World alone, there are nearly 250 diesel submarines. With improvements in air-independent propulsion, these submarines could be extremely difficult to detect and therefore destroy.
- [Ref. 8]

Admiral Crowe, the former Chairman of the Joint Chiefs of Staff (JCS), has a Ph.D. from Princeton in Politics. During his tenure as the chairman, he was able to work with Congress to get a number of his programs into law. He had the ability and education to understand the U.S. political system and how to work with it. In a recent interview with Time Magazine, Admiral Crowe responded to questions about his ability as a "diplomat-warrior" when testifying before Congress, saying "There are no solely military solutions. So we need warriors who can operate in the policy world as well...a man can be a first-class warrior, but if he can't function in the policy arena, that's a serious deficiency in higher commands." [Ref. 9:p. 73]

## **E. RECENT INTEREST IN STRATEGIC THINKING**

Since 1982, the Navy has not formed another long-range planning group, but rather has delegated its planning to various naval staffs, civilian councils and think tanks [Ref. 11:p. 2]. To say that the Navy does not do long-range planning, however, is not true. While the Navy does not have a formal, centralized "Long-Range Plan", long-range planning is accomplished as a decentralized process at appropriate responsible organizational levels through a wide array of master plans and programming documents such as AAW and ASW master plans, which the Center for Naval Analysis (CNA) manages for OP-07 (Director of Naval Warfare) [Ref. 11]

In addition to the master plans, the CNO has created access to additional groups which can perform a variety of strategic planning functions. One such group is the CNO's Executive Panel (CEP). In 1983, OP-00X merged with OP-00K to form the CEP [Ref. 3:p. 110]. The mission of OP-00K is to "advise the CNO on a wide range of scientific, political-military, and strategic matters; to examine long-range Navy planning issues; and to serve as the link between the CNO and the CEP." [Ref. 12] The Strategic Think Tank (STT) at the Center for Naval Analysis was another group assigned to consider a wide variety of strategic planning issues [Ref. 13]. Recently, the Strategic Think Tank was renamed the Strategic Planning Analysis Group

(SPAG). Another organization is the CNO Strategic Studies Group (SSG), which is associated with the Naval War College. Created by then CNO Admiral Thomas Hayward in 1981, the group consists of about nine senior (O-6) Navy and Marine Corps officers who work for a year on matters dealing with maritime strategy issues. [Ref. 14:p. 17] Although the SSG does not formally make strategy for the Navy, they critique and contribute ideas to the strategy process [Ref. 15:p. 15].

The Strategy and Concepts Branch, OP-603, is another group that deals with strategic planning. Located within OP-06, they were preeminent in the 1980's, during the formulation and promulgation of the Maritime Strategy. Using their OP-06 entry into the joint process, OP-603 and the OP-06 organization in general have been highly successful at implanting the fundamental strategic and warfighting precepts of the Maritime Strategy into the Joint Planning process, as reflected in current JCS-approved unified CINC warplans. Responsible for the Maritime Strategy appraisal at the start of the Navy's Program Objective Memorandum (POM) cycle, as well as analysis, planning, and policy implementation of various high impact issues such as naval arms control and bilateral strategy development with key regional allies, OP-603's strategic planning influence has lent coherence to the overall Navy long range planning effort. A strong indicator of this



influence is the extent to which OP-603 "alumni" occupy key and essential billets throughout the Navy's planning hierarchy. [Ref. 16:pp. 18-23]

### **III. WHAT IS A NAVAL STRATEGIC PLANNER?**

#### **A. INTRODUCTION**

In 1989, Admiral Trost, the Chief of Naval Operations, stated "It is essential for the Navy to foster broad, strategic thinking in its officer corps. As a Navy, we obviously need to understand and articulate the maritime element in national strategy, and the connection between strategy and naval force structure on a continuing basis." [Ref. 17]

There are basically three broad categories of officers in the Navy that could be termed "strategic thinkers." Those potentially overlapping categories are: 1) Subspecialists; 2) Decision makers at the highest levels; and 3) all naval officers. Each category possesses certain requirements for training and education and will be discussed separately.

#### **B. SUBSPECIALISTS**

Officers who, either through graduate level education or experience tours, are considered to be particularly knowledgeable through a selection board process, can be awarded a subspecialty code in a certain area . The subspecialty codes for strategic planners have been XX26 (General) and XX27 (Nuclear). By late summer 1991, the

subspecialty code XX28 (to be titled Strategic Planning) will be used to replace the two previous strategic planning areas, as well as the XX25 (International Organizations and Negotiations) [Ref. 18]. There are several reasons for combining the three codes into one. This move recognizes the similarities in the separate codes with regard to educational requirements, as well as increasing similarities in billet requirements. Subspecialty codes provide an important means for detailers to identify and send personnel to those jobs requiring a specified level of expertise. Personnel who achieve a subspecialty code through Navy-sponsored graduate education can expect to serve in a related billet during a "payback" tour [Ref. 19]. Since 1980 the Master's Degree program in National Security Affairs at the Naval Postgraduate School has been the prime example of how to achieve a subspecialty code in strategic planning. By combining the three subspecialty codes into one, it will help the detailers work with the community manager (OP-602) in identifying and assigning officers to appropriate billets. The recoding of all XX25/26/27 billets and all officers who currently hold a XX25/26/27 subspecialty code will take place during the 1991 Subspecialty Review Board.

In order to delineate between the educational and experience level of subspecialists, subspecialty suffixes

are assigned. The most common suffixes are listed in Table 1 [Ref 19:p. E-8].

TABLE 1  
SUBSPECIALTY CODE SUFFIXES

Suffix	Definition
C	PhD level of education - proven subspecialist
D	PhD level of education
F	Master's degree not fully meeting Navy criteria or graduate education at less than master's level - proven subspecialist
G	Master's degree not fully meeting Navy criteria or graduate education at less than master's level
M	Post-master's graduate degree level of education - proven subspecialist
N	Post-master's graduate degree level of education
P	Master's level of education
Q	Master's level of education - proven subspecialist
R	Significant experience - proven subspecialist
S	Significant experience
T	Billet code: Denotes training billet which qualifies incumbent for an S-code

#### C. DECISION MAKERS AT THE HIGHEST LEVELS

In order to develop individuals to become decision makers at the highest levels, in the 1960's to 1970's time frame, the Navy sent a small number of officers (approximately 20) to civilian graduate education at various

"prestigious" universities in the United States. Unfortunately, anti-military sentiments on the campuses forced the Navy to scale back the number of officers sent to these universities. [Ref. 11] The Navy recently has put more emphasis on graduate study programs at civilian institutions. The Admiral Moreau program, initiated in 1988 is one example whereby officers are being sent to post-masters level education at civilian universities to further their education and increase their strategic planning skills [Ref. 20]. While the program is a step in the right direction, more needs to be done in this area. Educational programs such as these will be discussed in greater detail in Chapter V.

#### **D. ALL OFFICERS**

The Goldwater-Nichols Defense Reorganization Act of 1986 requires the military to adopt a more "joint-oriented" attitude toward its missions. This recent action by Congress has brought back the need to investigate the way the Navy trains and educates its officers in strategic planning and joint doctrine. Title IV specifically requires military officers to receive training and education in joint operations and for future flag officers serving in specific high level billets to have served in a designated joint duty billet. [Ref. 21] The Pentagon's less-than-enthusiastic compliance prompted the formation of a Congressional

military education panel (the Skelton committee) in November 1987.

The Skelton committee focused on joint and strategic education for all officers of the military. A year-long study of the U.S. military education system followed, which included public hearings, visits to service colleges and trips to military schools in Great Britain, France and West Germany. [Ref. 22:p. 7] Due to the unique career paths of naval officers (sea-shore rotations) compared to officers of other services, the committee's results left many unanswered questions for the Navy. Further, the 206 page Congressional report focused on officers in general, rather than zeroing in on naval strategic planners in particular. The primary utility of the report was to direct very high level attention on the desirability of possessing officers who can think strategically in terms of military and national security issues. Table 2 highlights the recent actions which have taken place affecting the creation of a formal training and education program for naval officers.

TABLE 2

## TIMELINE OF RECENT EVENTS

Sep 11, 1986	Goldwater-Nichols DoD Reorganization Act
Nov 1987	Military education panel created [Ref. 22:p. 7]
Nov 18, 1988	Executive Summary of HASC Panel [Ref. 23]
Jan 26, 1989	CNO requests formation of CNO Executive Panel (OP-00K) Task Force to study formation of Naval Strategists (Honorable Robert Murray, Chairman) [Ref. 17]
Feb 14, 1989	2-day meeting about the various departments' role in strategy (OP-01/06/08/11/130, NSC) OP-06 paper "Developing Navy Strategic Thinkers" [Ref. 10]
Apr 1989	Blue Ribbon Commission established by ADM Crowe (CJCS) to study the education system (ADM Long, chairman) [Ref. 22]
Apr 1989	OP-00K preliminary conclusions and recommendations due to CNO
Apr 21, 1989	Committee Print of HASC Panel [Ref. 24]
May 24, 1989	OP-60 curriculum review of NPS National Security Affairs programs; recommends 24-month Strategic Planning curriculum revision [Ref. 25]
Jun 1989	OP-00K to provide CNO with results of findings
Aug 2, 1989	HASC Hearing on whether or not to give support to NWC for a M.S. degree in "National Security and Strategic Studies" (Skelton said he would be inclined to support the request). Skelton also approves 50 officer increase in NWC attendance for FY 1990-1993 [Ref. 26:p. 8]

TABLE 2 (CONTINUED)

**TIMELINE OF RECENT EVENTS**

Sep	1989	NWC scheduled for New England Association of Schools and Colleges for accreditation (Required in addition to Congressional support). A report of the result due in Feb 1990 [Ref. 26:p. 8]
Oct	1989	"Murray Report" (CEP Task Force) calling for improvements in the mechanisms and organizational procedures which provide the Navy with strategists [Ref. 27]
Feb	1990	Curriculums being changed at service and Defense Department War Colleges in response to Skelton Committee recommendations [Ref. 28:p. 7]
Mar 6,	1990	OP-06 memorandum to the CNO concerning recommendations of the Navy Strategy Formation Task Force. OP-06 recommends maintaining "key and essential" billet list, identifying and tracking upcoming talent, making changes to the NPS and CIVINS quotas and curricula. [Ref. 29]
Apr	1990	Skelton reports that the situation at the service war colleges is improving [Ref. 30:p. 42]
Jul	1990	Implementation of new 24-month combined curriculum for Strategic Planning and International Organizations and Negotiations at Naval Postgraduate School [Ref. 31]
Oct 1,	1990	Navy reported as still seeking authorization to grant master's degrees upon completion of the senior course at the Naval War College [Ref. 32:p. 16]



#### **IV. WHERE SHOULD STRATEGIC PLANNERS WORK?**

##### **A. INITIAL TOURS**

To afford the maximum amount of training for strategic planners to familiarize themselves with the staff work that will be necessary in the latter part of their careers, initial strategic planning subspecialty tours should be geared towards staffs primarily at the Pentagon. This will allow the future planner to gain practical experience in the Washington-based arena of policy and strategy formulation. The tour should require the strategic planning subspecialty code, therefore it will have to occur after the officer has completed his graduate level (masters degree) program. Due to the nature of sea-shore rotations, it will also follow the officer's second or third sea tour and therefore be at, or about the lieutenant commander level. Billets that will offer the best opportunity for learning will be primarily in the OP-06 (Deputy Chief of Naval Operations for Plans, Policy, and Operations), the Joint Staff or OSD (Office of the Secretary of Defense) offices.

##### **B. PROPER CAREER PATH MANAGEMENT**

Detailers will have to work closely with both the officer and the Politico-Military subspecialty proponent within OP-06 to ensure that proper tours, tour lengths, and

restrictions concerning joint duty are met, in addition to allowing the officer to properly proceed within his/her own warfare specialty. The officer must maintain a proper career path in order to be competitive within his/her warfare community for promotions. Proper career path management is therefore necessary for two reasons: to give credibility to those officers' decisions regarding strategy and policy compared to civilian counterparts, and also to ensure promotion to the senior ranks and billets where they can employ their skills to the best advantage.

#### **C. SUBSEQUENT TOURS**

Latter tours should capitalize on the officer's knowledge from both graduate level education and warfare specialty development, as well as initial tours in the policy making arena. OP-06 recommends tours on the Joint Staff, NATO staffs, the staffs of the Unified and Specified Commanders, the National Security Council, the Office of the Secretary of Defense, the State Department and other high level policy making organizations [Ref. 10]. Particular attention must be paid at this stage to sending the officer to a tour that will not only satisfy joint requirements, but also engage the officer in a challenging assignment useful for follow-on tours.

Appendix B lists all of the 152 billets for strategic planning subpecialists in the Navy. Billets and recommendations will be further discussed in Chapter VII.

## **V. GRADUATE LEVEL EDUCATION FOR STRATEGIC PLANNERS**

### **A. INTRODUCTION**

The issue of the relevance and importance of graduate level education to help fulfill military officers' responsibilities has been a source of debate for some time. Regardless of how requisite knowledge is obtained, it seems inconceivable that an individual can effectively contribute to strategy and policy formation, either at the highest levels of government or within the naval service without a sound understanding of his/her own service and where the service's missions fit into national strategy. The next two chapters will describe the graduate level and professional military education available to naval officers. A subsequent chapter will offer some suggestions as to how they fit into the development of a naval strategic planner.

If it can be said that leadership cannot be taught but must be learned and experienced, then the same could hold true for developing strategists. Skills to develop and articulate strategy must be cultivated and nurtured in individuals who will someday represent the naval service at all levels of government. While the Skelton Committee was concerned with injecting "strategic thinking" into all officers of all U.S. military services, the purpose of developing naval strategic planners will require more rigid

monitoring than the general outline given in their report. In other words, they have a different problem, although at the lower levels of a career path there are many similarities.

Developing a strategic planner requires exposure to appropriate education and experience. The form of education falls into two categories, graduate level education and professional military education (PME). The purpose of graduate level education should be to explain the roles in which the nation is involved with respect to the international environment and what purpose the military can serve in those roles. Professional military education, taught at military institutions, should ensure that officers understand the more specialized roles not only of their own service, but also those of sister services. Professional military education takes place at many levels, depending upon the experience level of the individual officer. The services divide their war colleges and institutes into junior (intermediate) level and senior level for officers of varying rank. Graduate level education and professional military education should serve to complement each other and not be redundant or seek to replace one another.

Another important aspect in the development of the strategist is that of experience. This is gained by warfare development, which the Navy takes very seriously and outlines rigid career paths for aviation, submarine, and

surface warfare officers to follow. Warfare development is also important to the strategist for a number of reasons. If the officer is not proficient in his/her warfare specialty, then the "operational performance" based promotion system will prevent the officer from being advanced to higher rank. Proficiency in a warfare area gives the officer credibility in the strategy formulation arena, whether on a senior staff or with members of Congress. Having been at sea, actually experiencing the daily issues and problems, is something that the civilian counterpart would find difficult to appreciate by simply reading about it in a book. The warfare officer, by virtue of rotation among operational and strategic planning billets, serves to keep a two-way exchange of ideas flowing between staffs and operators in the fleet.

#### **B. VOLUNTARY GRADUATE EDUCATION PROGRAM**

In 1983, the Voluntary Graduate Education Program (VGEP) was institutionalized at the U.S. Naval Academy. In this program, specially selected midshipmen in their senior year are permitted to begin work on a master's degree, completing within seven months following their graduation. Midshipmen must have the time available in their schedule in order to allow them to participate. This is accomplished through course validation, attending summer school, overloading, or a combination thereof. During the spring of their senior

year, midshipmen commute to a local university to attend their graduate courses. Upon graduation from the Naval Academy, the new officer remains in the local area while completing degree requirements at the university. They have until the end of the year at which time they are detailed to their service specialty school. [Ref. 33, 34].

The intent of the program is to accelerate the education of selected soon-to-be naval officers and qualify them as subspecialists (with the appropriate P-code) in support of Navy requirements [Ref. 35]. Since the program began, there have been 35 Navy officers (plus an additional 3 Marine Corps officers) who have completed a National Security Studies or related program in International Relations or Area Studies. Of that number, 16 have received P-codes in Strategic Planning by attending Georgetown University (one student attended American University). [Ref. 36] Survey respondents indicated it is too soon to ascertain the effectiveness of the program, since its graduates are still too junior to have been utilized in a strategic planning billet.

### **C. NAVAL RESERVE OFFICERS TRAINING CORPS**

By law, the Naval Reserve Officer's Training Corps (NROTC) is responsible for overseeing the program by which midshipmen achieve a bachelor's degree. There is a provision, however that allows a select number of candidates

to delay their commissioning as an ensign in order to pursue a master's degree in an area of interest to the Navy. Such students are granted a "leave of absence" in a non-pay status for a maximum of up to 18 months. The program is limited to 45 candidates per year. [Ref. 37] None of the survey respondents indicated that they had conducted graduate level education in a strategic planning field through this program, nor had any of the offices contacted indicated an awareness of whether NROTC midshipmen had in fact used this program in a national security studies or strategic planning area. [Refs. 38, 39, 40, 41]

#### **D. U.S. NAVAL POSTGRADUATE SCHOOL**

The Naval Postgraduate School (NPS) began in 1909 as the Postgraduate Department of the United States Naval Academy. In 1919 its name was changed to the United States Naval Postgraduate School, but it still operated as a part of the Naval Academy. Following World War II, Congress established the School independent of the Naval Academy, with its own Superintendent, Academic Dean and the authority to grant advanced degrees. The School was officially established in Monterey, California at the end of 1951. [Ref. 42:p. 6]

During the mid-1970's officers selected for graduate education at NPS could participate in a National Security curricula involving either Naval Intelligence or Area Studies. In 1982 the first students of a "new" Strategic



Planning curriculum graduated. Since then, there have been over 110 U.S. Naval officers who graduated from either the General (#686) and Nuclear (#687) Strategic Planning curricula or the International Organizations and Negotiations (#684) curriculum. [Ref. 43] Of those graduates, over 100 are still on active duty, and the Naval Postgraduate School accounts for the largest number of P-coded strategic planning subspecialists currently in the U.S. Navy (a breakdown of subspecialists by sources is discussed in Appendix J). The specific comments of survey respondents with respect to the Strategic Planning curriculum will be discussed in a subsequent section.

The 18 month curriculum was extended to 24 months in July 1990, with the 684, 686, and 687 curricula being combined into a single 688 curriculum. The first class of the 24 month curriculum will graduate in June 1991. The graduates will be awarded the XX28 (Strategic Planning) subspecialty code. A sample of the 688 curriculum is in Appendix G.

#### **E. CIVILIAN INSTITUTIONS (CIVINS)**

Prior to 1984, civilian educational institutions such as Georgetown, Stanford, and Tufts were, among others, used to provide the graduate level education to naval officers in international relations. When the Naval Postgraduate School's program began to provide strategic planning

graduates to the Navy, the number of officers sent to civilian institutions was reduced. Currently, the Navy sends up to six naval officers annually to attend programs at Harvard (for a master's degree in public administration) and to the Fletcher School of Law and Diplomacy at Tufts University (for a master's degree in international relations). The Fletcher School also offers a two-year program in which graduates are conferred a Master of Arts in Law and Diplomacy (M.A.L.D.). [Ref. 38]

A separate selection board determines the officers who will be selected to participate in the program. The officers are normally senior lieutenants or lieutenant commanders, and upon completion are awarded an XX20P (General Political Science) subspecialty code. [Ref. 38] In addition to the previous educational programs, opportunities exist for officers to pursue graduate level education on a voluntary basis during off-duty time. Financial assistance programs exist including Tuition Assistance (TA) under the Navy Campus, plus many educational benefit programs for which the individual might qualify, such as the Veterans Educational Assistance Program (VEAP) or the New GI Bill. [Ref. 44]

The Advanced Education Program (AEP) was implemented in 1986 for the purpose of providing a limited number of active duty officers (approximately 30 annually) to engage in full-time, personally funded graduate education. Applicants

must be in the grade of lieutenant (junior grade) through lieutenant commander and the field of study must be one in which will lead to a subspecialty code in an area in which a shortage exists. Participants receive their regular pay and allowances but must pay their own tuition and all other program expenses. Participants may, however, use VEAP or GI benefits, if they are eligible. [Ref. 45]

#### **F. THE ADMIRAL ARTHUR S. MOREAU PROGRAM**

The International Relations and Diplomacy Post-Masters Program was instituted in 1986 and was renamed the Admiral Arthur S. Moreau Program for Post-Masters Study in International Relations and Strategy in 1988 [Ref. 38]. Each year a separate selection board chooses up to three officers who may request to study at any of the following institutions for a period not to exceed 12 months: Tufts University (The Fletcher School), Harvard University, Georgetown University, John Hopkins University, Stanford University, and the University of Southern California [Ref. 20].

The purpose of the program is to further the educational and experience levels of officers who already have a strategic planning subspecialty code obtained through graduate level education. Selection is limited to active duty, unrestricted line lieutenant commanders and commanders. [Ref. 20]

While at the university, the officer will carry a full academic load (including the summer) as prescribed by the particular institution. Upon completion, the officer will receive an "N" suffix to his/her subspecialty code. Graduates are to be utilized in key subspecialty coded billets of high value to the Navy or in important joint or other major staff duty billets. [Ref. 20]

#### **G. FEDERAL EXECUTIVE FELLOWSHIP PROGRAM**

The Federal Executive Fellowship (FEF) program began in 1981 at the Brookings Institution. The purpose of the program is to improve the participants' understanding of the formulation and conduct of foreign policy, strategic planning, and the intricacies of the decision-making processes at the highest levels of government. [Ref. 46]

Benefits of the program work two ways. The individual officer gains from the knowledge received at the institution and the institution benefits by having a resident "expert" on board. The officer can also serve as a liaison between naval staffs and the institution, which is an important benefit for the Navy in its continuing efforts to manage implementation of planning and policy initiatives within our government.

There are 11 institutions involved in the program, each of which awards a fellowship on a competitive basis. Officers must be in the permanent grade of lieutenant

commander or above to apply for the acceptance. Although it is not required, it is desirable for the officer to possess an appropriate subspecialty code, related postgraduate education, and/or staff level experience. [Ref. 46] If selected, participants spend a year commencing in September engaged in fellowship activities which vary from one institution to the next. At some institutions the Navy Fellow will be involved in lectures, seminars, and working on research projects, while at others the officer will conduct independent study and research.

A list of the current insitutions appears in Table 3. Descriptions of individual institutions are given in Appendix H. Many of the Strategic Planners surveyed had been involved in the Navy Fellowship program, and some were presently involved.

TABLE 3

**FEDERAL EXECUTIVE FELLOWSHIP (FEF) PROGRAM**

<b>Institution</b>	<b>Location</b>
American Enterprise Institute (AEI)	Washington, DC
Atlantic Council of the United States	Washington, DC
Brookings Institute	Washington, DC
Center for Strategic and International Studies	Washington, DC
Council on Foreign Relations	New York, NY
Foreign Service Institute	Washington, DC
Harvard Center for International Affairs	Cambridge, MA
Harvard National Security Fellows Program	Cambridge, MA
Hoover Institute on War, Revolution and Peace	Palo Alto, CA
International Institute of Strategic Studies London, England	London, England
RAND Corporation	Santa Monica, CA

## VI. PROFESSIONAL MILITARY EDUCATION FOR STRATEGIC PLANNERS

### A. INTRODUCTION

In order to appreciate the scope and importance of the professional development programs of the Navy and the Joint Chiefs of Staff, it is necessary to have an understanding of the role of Joint Professional Military Education (JPME). The joint requirements of the Goldwater-Nichols Act require an officer to complete a tour in one of about 8,600 joint duty billets [Refs. 41:p. 2, 42:p. 13]. Another portion of the law requires that 50% of all joint duty assignments be filled by either JSOs (Joint Specialty Officers) or JSO nominees. A JS5 AQD (Additional Qualification Designation) code indicates that an officer is qualified as a JSO. These qualifications are assigned by annual selection boards. [Ref. 47:p. 2] Part of becoming qualified as a JSO is to have the appropriate JPME. This is divided into two phases aptly named Phase I and Phase II. Phase I is accomplished by attending one of the service war colleges and Phase II requires attendance at the Armed Forces Staff College. A graduate of the National War College or the Industrial College of the Armed Forces receives both Phase I and Phase II credit. A prime detailing constraint stems from the requirement to send 50 percent of Phase I graduates on to

Phase II and subsequent three year joint tours in order to fully comply with the mandated JSO pipeline.

While requirements for joint duty and joint education may cause career planning difficulties for subspecialties outside the Pol/Mil arena, they should be incorporated into the career paths of strategic planners. An example of the problems facing other subspecialties would be a situation in which an officer attends the Naval Postgraduate School for a degree in a technical field. Upon completion of his/her next sea tour, he/she would most likely be detailed to a billet in which the subspecialty education would be employed. Following the third operational tour the officer, in order to be competitive for command screening may need to be detailed to a billet conducive to his/her warfare specialty. There can sometimes be a crunch when trying to find enough space in a career to attend war colleges and joint tours.

#### **B. NAVAL WAR COLLEGE**

The College of Naval Warfare was founded in 1884 by Rear Admiral Stephen B. Luce and included Captain Alfred Thayer Mahan as one of its faculty members in its early years. Today, the term "Naval War College" actually refers to two schools, both of which are located at Newport, Rhode Island. The College of Naval Command and Staff is the intermediate level school for lieutenant and lieutenant commanders. The



College of Naval Warfare is the senior school designed for commanders and above. [Ref. 24:p. 184]

The curriculum for each of the schools is similar. Each focuses on strategy, resource management, and military operations. In the intermediate program the maritime operations section concentrates on warfighting at the battle group level, whereas the senior course concentrates on the fleet and theater level. [Ref. 24:p. 184]

Prior to World War II, the Naval War College, as with other war colleges and PME schools, was seen as necessary to the development of the military officer [Ref. 24:p. 25]. All but one flag officer eligible for command at sea in 1941 had spent at least a year at the Naval War College [Ref. 24:p. 151]. From the mid-1970's to the early 1980's, the Naval War College began to experience difficulties with the quality of its student body. The demand for top quality officers in the fleet prevented many from being allowed to attend the school.<sup>1</sup>

The recent Skelton Committee praised the Naval War College program, citing its curriculum and arrangements to acquire high quality faculty [Ref. 49:p. 3]. According to Rear Admiral Ronald J. Kurth, who recently retired from the

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<sup>1</sup>For more information concerning the situation at the Naval War College during this period, see Buell, Thomas B., Commander, USN, "The Education of a Warrior," U.S. Naval Institute Proceedings, v. 107, January 1981.

Navy and held the position of the Naval War College President, "The golden age of the War College was in the period before World War II in terms of the officers who attended. I think our curriculum at the present time is stronger than in that period, and I'd like to think of this period as being the second golden age." [Ref. 32:p. 16]

Another recent development at the Naval War College concerns the Navy's request for students to be granted a Master of Science degree in National Security and Strategic Studies. [Ref. 26:p. 8]. An analysis of the potential impact of this proposal on existing programs in the Navy and the Strategic Planning subspecialty code is in Appendix I.

### **C. NATIONAL DEFENSE UNIVERSITY**

The National Defense (NDU) has its headquarters located at Fort Lesley J. McNair, Washington, DC. It operates under the direction of the Joint Chiefs of Staff. Since it was established in 1976, the National Defense University has come to encompass, among others, the following colleges and institutes: The National War College, the Industrial College of the Armed Forces, and the Armed Forces Staff College. [Ref. 50:p. 3]

#### **1. The National War College**

It is interesting to note that it was the Army War College which was originally founded at Fort McNair in 1903. An exchange of a few student officers with the Naval War

College in Newport, Rhode Island had taken place, but it was not until 1943 that a combined service school was created. The Army-Navy Staff College (ANSCOL) was the predecessor to the National War College, which was formed in 1946. [Ref. 50:p. 12]

Compared to the other U.S. senior service war colleges, the National War College focuses on national strategy and decisionmaking and emphasizes a joint, multi-service perspective. The composition of the student body reflects the support of joint professional education in that the enrollment is equally balanced among the services (The portion allocated to the Navy also includes officers from the Marine Corps). The curriculum is designed to expand and deepen the students' knowledge of national security measures and to sharpen their analytical skills by providing an understanding of the development and implementation of national security policy and strategy. [Ref. 50:pp. 33-35]

## **2. The Industrial College of the Armed Forces**

Following World War I, it was determined that an institution should be created to train military officers in the intricacies of industry's mobilization for modern war. In 1924, the Army Industrial College was opened. In January 1946, the college became the Industrial College of the Armed Forces (ICAF) and stressed more inter-service relations in mobilization resource management. [Ref. 50:p. 12] In 1948

control of the school was transferred from the Departments of the Army and Navy to the Joint Chiefs of Staff [Ref. 24:p. 194].

The Industrial College of the Armed Forces "...conducts senior level courses, research in mobilization, and the management of resources and planning for joint and combined operations in support of national security." [Ref. 50:p. p.20] The entire academic program incorporates decision-making, international security, human resource management, and material resource management [Ref. 50:pp. 22-24]. Through an arrangement with the George Washington University, students are able to work towards earning an advanced degree of Master of Public Administration. [Ref. 50:p. 25]

Navy graduates of ICAF are awarded both Phase I and Phase II JPME credit [Ref. 47:p. 2]. For the academic year 1987-1988, the 40 Navy students accounted for 23% of the student body at ICAF [Ref. 24:p. 76]. For Fiscal Year 1990, there are 58 Navy students in attendance [Ref. 41].

### **3. The Armed Forces Staff College**

The lessons of World War II had shown that knowledge and mastery of joint and combined operations are a prerequisite for modern warfare. Thus, in 1946 the Joint Chiefs of Staff established the Armed Forces Staff College (AFSC). Located in Norfolk, Virginia, the Armed Forces

Staff College runs two six-month courses each year. In 1981 it joined the National Defense University. [Ref. 50:p. 12]

The mission of the Armed Forces Staff College is to "prepare selected mid-career officers for joint and combined staff duty." [Ref. 24:p. 175] The Joint and Combined Staff Officer School within the AFSC focuses on joint and combined operations planning. It also emphasizes intellectual and professional development in a variety of areas, including national security, defense management, communicative arts, self assessment, several elective fields, and the U.S. Armed Forces. [Ref. 50:p. 45]

The Armed Forces Staff College qualifies officers for Phase II JPME [Ref. 47:p. 2]. For the Academic Year 1987-1988 there were 93 Navy students out of a total 488 students [Ref. 24:p. 76].

## VII. THE EMPLOYMENT OF NAVAL STRATEGIC PLANNERS

### A. INTRODUCTION

In order to assess what job assignment patterns and the importance of graduate education, a survey of naval strategic planners was conducted. The survey was sent to three different groups: 1) Strategic Planners who were graduates of the curriculum at the Naval Postgraduate School; 2) Strategic Planners who were graduates of other institutions; and 3) officers who had been assigned to a strategic planning billet and had received an "experience" coded subspecialty code.

One purpose of the survey was to try to determine what percentage of officers had gone on to use the education they had received. Another purpose was to determine how well the education had served officers in their subsequent assignments, targeting those who had received masters degrees specifically for strategic planning. Since the majority of the experience-coded Strategic Planners would have served in billets, it seemed important to gather their views on how they felt about those billets and what preparation, if any, they had to perform their mission. In addition, all groups were asked to comment on what they thought might improve the preparation they had or thought would be useful for someone to fill a strategic planning

billet. This chapter will focus on questions regarding billets. The next chapter will be concerned with education.

Copies of the questionnaires sent to each group are included in Appendix D, E, and F. A list of 449 Strategic Planners and their military addresses obtained from NMPC-1643D included: 102 Naval Postgraduate School graduates, 70 other officers who had met the requirements for masters level education in strategic planning by attending other institutions, and 277 experience-coded strategic planners. Within three months, 226 officers had responded, which included 54 Naval Postgraduate School graduates, 31 graduates of other institutions and 141 experience-coded subspecialists. Due to improper or insufficient information regarding addresses or, in some cases, the lack of a forwarding address, a total of 31 surveys (11 NPS, 11 CIVINS, and 9 Experience-coded) were returned undelivered. The overall return rate was 50 percent as shown in Table 5.

TABLE 5  
SURVEY RESPONSE PERCENTAGES

	NPS (102)	CIVINS (70)	EXP (277)	TOTAL (449)
	-----	-----	-----	-----
Responded	54 (53%)	31 (44%)	141 (51%)	226 (50%)
Returned	11 (11%)	11 (16%)	9 ( 3%)	31 ( 7%)
Total	65 (64%)	42 (60%)	150 (54%)	257 (57%)

With regard to warfare specialty, respondents were grouped together for the following information used to create Table 6. General Unrestricted Line officers accounted for 9 percent of the Strategic Planners; Surface Warfare officers, 34 percent; Submarine officers, 17 percent; Special Warfare officers, 5 percent; Naval Aviators, 18 percent; and Naval Flight Officers, 18 percent.

TABLE 6  
WARFARE SPECIALTY OF RESPONDENTS

Warfare Specialty	Percentage
General Unrestricted Line	9%
Surface Warfare	34%
Submarine Warfare	17%
Special Warfare	5%
Naval Aviators	18%
Naval Flight Officers	18%

Still being relatively junior, the graduates of the NPS category were the only group that did not have a flag officer as one of its members. There was one NPS graduate Navy Captain (General Unrestricted Line officer) with the majority in the Commander and Lieutenant Commander grade. Graduates of other institutions also were mostly in the Commander and Lieutenant Commander grades, but included several Captains and two Rear Admirals. Respondents in the experience-coded category were very "top heavy", with the majority of officers in the Captain and Commander grades (77 percent) and three Rear Admirals.



A list of billets was provided by OP-602, the Plans, Policy and Command Organization branch within OP-06. One of the functions of OP-602 is to work with NMPC in the area of managing the Politico-Military Subspecialists in the Navy. The complete list is in Appendix B.

The specific questions to be answered by the information collected in the survey included:

- What percentage of officers who have been specifically educated in the area of Strategic Planning by the Naval Postgraduate School (NPS) or civilian institutions (CIVINS) actually go on to use their education?
- Is there a pattern as to where NPS or CIVINS graduates of a Strategic Planning program are assigned?
- Is there a pattern as to where officers within the category of experience-coded Strategic Planners are assigned, depending on whether they have a POL/MIL educational background?
- Is there a pattern as to where experienced-coded officers are assigned, compared to officers with Strategic Planning educational backgrounds?
- With regard to officers that have held multiple tours in the Strategic Planning field, is there a pattern as to the type of billets held?
- Comparing the billets listed by the respondents with the billet list provided by OP-602, are the billets the same? Are there billets on the OP-602 list which respondents think are not consistent with the subspecialty code? Are there any recommendations for adding or deleting billets to the OP-602 list, based on the responses of those surveyed?

#### **B. PERCENTAGES OF SPECIFICALLY EDUCATED STRATEGIC PLANNERS THAT GO ON TO HOLD STRATEGIC PLANNING JOBS**

In the questionnaire, graduates were asked the following: "Since graduation from the Naval Postgraduate

School (or other institution), have you been assigned to a 'payback tour' either in your specific area, or a generally related field?" The percentage of respondents who reported that they had been assigned to a strategic planning billet was 41 percent for Naval Postgraduate School graduates and 29 percent for those of other institutions. In order to take into account the fact that sea duty normally follows a tour at the Postgraduate School or a fully funded educational program, or even a shore tour in which an officer attended school during off-duty hours, allowance was made not to include those who would not have been eligible for assignment to a shore duty strategic planning billet within the first few years following graduation. Therefore, if one considers those eligible for assignment as being officers who attended school before 1987 (this would assume a subsequent three year sea tour) the percentages were 53 percent for Naval Postgraduate School graduates (most of whom are still relatively junior) and 67 percent for those graduates of other institutions.

If they had been utilized, officers were asked to give the job title and/or assignment information in general terms. They were further asked if the billet was consistent with the subspecialty code. The majority of the respondents indicated that the billets they had been assigned were in fact consistent with a strategic planning subspecialty code. There were some respondents however, who indicated the

knowledge gained from being proficient in a warfare specialty was more important than that of a strategic planning subspecialty code. This was particularly true for many of the billets listed as CINC plans or operations. A list of billets and whether or not they seemed consistent with a strategic planning subspecialty code is given in Appendix K. Respondents would either reply "yes" the subspecialty code was consistent with the billet, or "no" it was not. The respondent's answer to the question is annotated by either a "Y" or an "N" in the column labeled "consistent." In the case where the respondent had a comment to make concerning the consistency of the billet with respect to the subspecialty code, the comment is given. This list was generated in the hopes that it may be of some value to those who are responsible for reviewing the subspecialty code to billet matching. A discussion of the results will be addressed later in this chapter.

#### **C. BILLETS HELD BY NPS AND CIVINS GRADUATES**

Graduates of NPS listed 27 different billets in which they had served, the majority being billets in OP-06. Op-06 accounted for 37 percent of the billets filled by NPS graduates who indicated they had been utilized in a strategic planning billet. The offices within OP-06 were primarily OP-603, OP-605, and OP-651. The remaining billets were distributed among the JCS, FEF, and other places. As

discussed in a Chapter V, FEF is not really a billet, but rather an educational opportunity for select individuals. Respondents however, listed FEF as a billet and since it often requires the service member to interact with civilian and military counterparts to develop strategic planning related reports, it was included as a billet for the purpose of this discussion. None of the respondents in this group reported having been assigned to a numbered fleet staff. Jobs held in the Washington, D.C. area included the Defense Nuclear Agency, the DIA, the Office of Legislative Affairs, Program Appraisal Office (Office of the Secretary of the Navy), and a strategic planning analyst billet in the Pentagon. Some of the officers held more than one billet in the strategic planning area. Multiple tours will be addressed in a subsequent section.

Graduates of civilian institutions (CIVINS) listed 25 different billets to which they had been assigned. As with the NPS graduates, the majority of the respondents listed billets in OP-06. OP-06 billets accounted for 36 percent of the billets filled, with the majority of the officers having served in OP-603. Two officers had served in OP-96. OSD accounted for 24 percent of the billets filled by CIVINS graduates, whereas none of the NPS graduates reported having served in an OSD billet. As with the NPS graduates, none of the graduates of civilian institutions reported having served on a numbered fleet staff. Other billets held by

those in this group included CINCUSNAVEUR (Head of the Policy Branch NATO, Africa, and the Middle East), FEF, Director of Pol/Mil Affairs for the National Security Council (NSC), and instructor duty at the U.S. Naval Academy. Most of the officers who had graduated from a civilian institution and had served in a strategic planning billet reported having served in multiple tours in the strategic planning field.

#### **D. BILLETS HELD BY EXPERIENCE CODED SUBSPECIALISTS**

Within the category of experience coded strategic planners, it was observed that 28 percent of the respondents had graduate level education in a Pol/Mil related area. Comparing those individuals in this category with those who did not have a degree in a Pol/Mil field, led to some interesting results. Those officers who had a Pol/Mil degree were primarily assigned to billets in OSD and OP-06 (in particular OP-602 and OP-603). Those without a Pol/Mil degree were assigned primarily to the staff of USCINCLANT, CINCLANTFLT, CINCPACFLT, JCS, and JSTPS. Appendix K has a complete list of where the respondents indicated they had served. Eleven respondents indicated having served on either the staff of USCINCPAC or CINCPACFLT. Roughly half reported having a Pol/Mil degree (five did and six did not). Of the 15 respondents who had served on either the staff of USCINCLANT or CINCLANTFLT, none had a Pol/Mil degree.

Fourteen officers had worked in the JCS, ten (71 percent) of which did not have a Pol/Mil degree. Of the 11 officers who had served at JSTPS, nine (82 percent) did not have a Pol/Mil degree. Thirteen respondents served either at OP-602 or OP-603. All had reported having a Pol/Mil degree. What the field of study was for the degree and what institution awarded it will be discussed in the next chapter.

#### **E. EXPERIENCE CODED VERSUS NPS/CIVINS**

As stated earlier, the NPS graduates and CIVINS graduates were assigned, for the most part, to similar billets. Comparing NPS/CIVINS graduates to experience coded strategic planners that did have a Pol/Mil degree yielded similar results. Certain "employers" appear to make use of those officers with graduate level education in the Pol/Mil or perhaps more narrowly focused Strategic Planning field. Those "high use" locations are the JCS, OSD, and offices in OP-06, in particular OP-603 and, to a lesser extent, OP-602.

#### **F. MULTIPLE TOURS**

Many officers within each category had gone on to additional tours within the strategic planning field. For the purpose of this section, "multiple tours" was viewed as meaning that the respondent had indicated that he/she had held more than one billet in what they considered to be a strategic planning job. Furthermore, a "strategic planning"

billet was left to the individual officer to define. While there is a list of specific billets for Strategic Planners maintained by OP-602, individual officers for the purpose of this study were allowed to label what they considered to be a job in the strategic planning area. Later in this chapter, a comparison of the OP-602 billet list with the list of billets of the Strategic Planning subspecialists will be made. The purpose of this section however, is to try to determine if there are any patterns with regard to the officers that have served in multiple strategic planning billets.

In order to assist in determining any patterns that might be present between officers who had served in strategic planning billets (either a single tour or multiple tours), a matrix was developed that compares ranks and designators while holding certain variables constant. Information such as whether the individual officer had graduate level education alone or with Professional Military Education (PME) was examined. In the case of the experience-coded subspecialists, the presence of graduate level education in a Pol-Mil related field was examined against the presence of PME or even if PME alone was present. In some cases, the data set was too small for a matrix to be of any value, therefore a discussion of the individual officers in the data set is given. An example of a matrix follows (Table 7).

The designator column corresponds to the warfare specialty reported by the respondents where 1100 is General Unrestricted Line, 1110 is Surface Warfare, 1120 is Submarine Warfare, 1130 is Special Warfare, 1310 is Naval Aviation (Pilot), and 1320 is Naval Aviation (NFO-Naval Flight Officer). The rank column corresponds to the rank

TABLE 7

(TITLE)

DESIGNATOR	#	RANK (O- )					
		8	7	6	5	4	3
1100							
1110							
1120							
1130							
1310							
1320							
TOTAL							

reported by the respondents where O-8 is a Rear Admiral (Upper Half), O-7 is a Rear Admiral (Lower Half), O-6 is a Captain, O-5 is a Commander, O-4 is a Lieutenant Commander, and O-3 is a Lieutenant.

#### 1. NPS Graduates

Only five of the 22 NPS graduates who had reported serving in a strategic planning billet had served in



multiple tours. One officer was an Unrestricted Line Lieutenant Commander and the other four were all Commanders in the Surface Warfare community. In four cases the officer had participated in some additional form of PME. Three officers had participated in one of the Naval War College programs and one had attended the U.S. Army Command and General Staff College (USACGSC). The fifth officer had not participated in a PME program but had attended a Harvard University program for other post-master's degree level work. In each case, the officer had been in two strategic planning billets, one of which was in OP-06. Since the data set on those officers who were NPS graduates serving in multiple tours was so small, a matrix was not developed.

For NPS graduates who had served in only one strategic planning billet, the matrix on the next page (Table 8) was developed.

As shown in the Table 8, the majority of NPS graduates who responded to the survey were from the Unrestricted Line and Surface Warfare communities. With regard to rank, most of the respondents were Commanders and Lieutenant Commanders.

TABLE 8

**NPS GRADUATES WITH A SINGLE TOUR  
IN A STRATEGIC PLANNING BILLET**

DESIGNATOR	#	RANK (O- )					
		8	7	6	5	4	3
1100	6	0	0	1	1	3	1
1110	7	0	0	0	3	4	0
1120	0	0	0	0	0	0	0
1130	1	0	0	0	1	0	0
1310	0	0	0	0	0	0	0
1320	3	0	0	0	1	0	2
TOTAL	17	0	0	1	6	7	3

## 2. CIVINS Graduates

There were nine graduates of civilian institutions that reported having served in a strategic planning billet. Of the nine officers, seven had served in multiple tours (Table 9).

In this group there were no Submarine Warfare Officers or Naval Flight Officers. As with the NPS graduates, most of the officers that had held multiple tours were in the Unrestricted Line or Surface Warfare communities. All were above the rank of Lieutenant Commander. Five of the seven officers had additional PME from the Naval War College, with the remaining two being graduates of Tufts University. The seven officers reported

23 different billets in which they had served. Six billets in OP-06 and six billets in OSD accounted for roughly half of the total number of billets held by those with multiple tours.

TABLE 9

**GRADUATES OF CIVILIAN INSTITUTIONS  
WITH MULTIPLE TOURS IN  
A STRATEGIC PLANNING BILLET**

DESIGNATOR	#	RANK (O- )					
		8	7	6	5	4	3
1100	2	0	0	1	1	0	0
1110	3	0	1	1	1	0	0
1120	0	0	0	0	0	0	0
1130	1	0	1	0	0	0	0
1310	1	0	0	1	0	0	0
1320	0	0	0	0	0	0	0
TOTAL	7	0	2	3	2	0	0

In this group there were no Submarine Warfare Officers or Naval Flight Officers. As with the NPS graduates, most of the officers that had held multiple tours were in the Unrestricted Line or Surface Warfare communities. All were above the rank of Lieutenant Commander. Five of the seven officers had additional PME from the Naval War College, with the remaining two being graduates of Tufts University. The seven officers reported

23 different billets in which they had served. Six billets in OP-06 and six billets in OSD accounted for roughly half of the total number of billets held by those with multiple tours.

Two officers were graduates of civilian institutions who had served in only one strategic planning billet. One was a Lieutenant Commander Aviator (Pilot) who had finished his degree while working at OP-603. The other was a Commander in the Submarine community who worked as an intelligence analyst. A matrix was not developed for these two officers since the data set was so small.

### **3. Experience-coded Subspecialists**

The Strategic Planners who obtained their subspecialty code through experience coding is by far the largest category in the Strategic Planning community. Of the 141 respondents in this category, 16 did not list having served in a strategic planning billet. Of the remaining 125 officers, 58 reported multiple tours and 67 reported only one tour in a strategic planning billet. The matrix for those who had reported serving in a billet is shown in Table 10.

The distribution of respondents in this group was predominantly Aviators. If pilots and NFO's were to be grouped together, they account for 42 percent of the total group of respondents that had reported serving in a strategic planning billet. The single largest group

TABLE 10

**EXPERIENCE-CODED STRATEGIC PLANNING  
SUBSPECIALISTS WHO HAD SERVED IN  
A STRATEGIC PLANNING BILLET**

DESIGNATOR	#	RANK (O- )					
		8	7	6	5	4	3
1100	7	0	0	1	2	3	1
1110	34	0	0	22	8	3	1
1120	25	0	1	10	6	8	0
1130	7	0	0	2	4	1	0
1310	28	1	1	6	18	2	0
1320	24	0	0	7	10	7	0
TOTAL	125	1	2	48	48	24	2

however, was the Surface Warfare community. While this information may be interesting in and of itself, it is necessary to examine the effect of education and PME upon tours. The matrix for the group with multiple tours follows in Table 11.

As shown in Table 11, the largest single group of officers who reported serving in multiple tours are the Captains in the Surface Warfare community. Comparing the matrix of officers in multiple tours to officers who had reported serving in a strategic planning billet at all revealed that a large percentage of Captains in the Surface Warfare community had been involved in multiple tours (82 percent).

TABLE 11

**EXPERIENCE-CODED STRATEGIC PLANNING  
SUBSPECIALISTS WITH MULTIPLE TOURS IN  
A STRATEGIC PLANNING BILLET**

DESIGNATOR	#	RANK (O- )						
		8	7	6	5	4	3	
1100	3	0	0	1	1	0	1	
1110	21	0	0	18	3	0	0	
1120	8	0	1	5	1	1	0	
1130	3	0	0	1	1	1	0	
1310	14	1	1	4	8	0	0	
1320	9	0	0	4	2	3	0	
TOTAL	58	1	2	33	16	5	1	

Looking at the backgrounds of the respondents with respect to the presence of a Pol-Mil related masters degree or the presence of PME from the Naval War College or the war college of another service or country was used to develop the following matrices.

Comparing Table 12 to Table 11 shows that 38 percent of the respondents with multiple tours have a Pol-Mil related degree. The nature of the degree and where it was received will be discussed in the next chapter. The drop in the number of aviators who have Pol-Mil degrees with respect to those who have held multiple tours might indicate that either a Pol-Mil degree is not as important for the billets filled by aviators in the performance of their duties, or

TABLE 12

**EXPERIENCE-CODED STRATEGIC PLANNING  
SUBSPECIALISTS WITH MULTIPLE TOURS IN  
A STRATEGIC PLANNING BILLET  
WITH A POL-MIL MASTERS DEGREE**

DESIGNATOR	#	RANK (O- )					
		8	7	6	5	4	3
1100	2	0	0	1	1	0	0
1110	10	0	0	9	1	0	0
1120	3	0	0	3	0	0	0
1130	1	0	0	1	0	0	0
1310	4	1	1	1	1	0	0
1320	2	0	0	1	0	1	0
TOTAL	22	1	1	16	3	1	0

that fewer aviation officers serving in these billets had the necessary educational background for the available job assignments.

Whereas 38 percent of the respondents who had served in multiple tours had a Pol-Mil degree, Table 13 serves to show that 71 percent of the respondents overall in multiple tours had some form of Professional Military Education (PME). Respondents who had attended PME included: 71 percent of Surface Warfare Officers, 79 percent of the Pilots, 89 percent of the NFO's, and while there were only three Special Warfare officers who had served in multiple billets, all three had attended PME. With regard to rank,

TABLE 13

**EXPERIENCE-CODED STRATEGIC PLANNING  
SUBSPECIALISTS WITH MULTIPLE TOURS IN  
A STRATEGIC PLANNING BILLET  
AND PROFESSIONAL MILITARY EDUCATION**

DESIGNATOR	#	RANK (O- )					
		8	7	6	5	4	3
1100	1	0	0	1	0	0	0
1110	15	0	0	13	2	0	0
1120	3	0	1	2	0	0	0
1130	3	0	0	1	1	1	0
1310	11	1	1	4	5	0	0
1320	8	0	0	4	1	3	0
TOTAL	41	1	2	25	9	4	0

76 percent of the Captains and all of the Rear Admirals (although there were only three) had attended some form of PME.

In Table 14 it is shown that only 24 percent of the Experience-coded strategic planning subspecialists who had served in multiple tours had both a Pol-Mil degree and some form of PME. For those officers in this category however, 13 of the 14 were of the rank of Captain or above. With regard to where they had attended PME, 12 had participated in one of the Naval War College programs. Two of those officers had additional PME at another institution (one at the National War College and one at a war college in the



United Kingdom). The two officers that had not attended the U.S. Naval War College attended either a war college in Spain or the U.S. Army Command and General Staff College. For those officers with a Pol-Mil degree, 64 percent of them also have some form of PME.

TABLE 14

**EXPERIENCE-CODED STRATEGIC PLANNING  
SUBSPECIALISTS WITH MULTIPLE TOURS IN  
A STRATEGIC PLANNING BILLET  
WITH A POL-MIL MASTERS DEGREE  
AND PROFESSIONAL MILITARY EDUCATION**

DESIGNATOR	#	RANK (O- )					
		8	7	6	5	4	3
1100	1	0	0	1	0	0	0
1110	5	0	0	5	0	0	0
1120	2	0	0	2	0	0	0
1130	1	0	0	1	0	0	0
1310	3	1	1	1	0	0	0
1320	2	0	0	1	0	1	0
TOTAL	14	1	1	11	0	1	0

The majority (62 percent) of the respondents that served in multiple tours did not have a Pol-Mil masters degree as shown by the data in Table 15. The ratios between those who did not have a degree and those who did varied the most at the rank of Commander (roughly four to one) and for the Aviation group as a whole (roughly three to one). In

the next chapter, the question of the importance of graduate education in a Pol-Mil related area for Strategic Planners will be raised. In a subsequent section of this chapter, the question concerning the requirements of the billets will be raised. Some responses suggest that not all Strategic Planning billets require a masters degree of the person who should be detailed to that job.

TABLE 15

**EXPERIENCE-CODED STRATEGIC PLANNING  
SUBSPECIALISTS WITH MULTIPLE TOURS IN  
A STRATEGIC PLANNING BILLET  
WITH NO POL-MIL MASTERS DEGREE**

DESIGNATOR	#	RANK (O- )					
		8	7	6	5	4	3
1100	1	0	0	0	0	0	1
1110	11	0	0	9	2	0	0
1120	5	0	1	2	1	1	0
1130	2	0	0	0	1	1	0
1310	10	0	0	3	7	0	0
1320	7	0	0	3	2	2	0
TOTAL	36	0	1	17	13	4	1

The majority (62 percent) of the respondents that served in multiple tours did not have a Pol-Mil masters degree as shown by the data in Table 15. The ratios between those who did not have a degree and those who did varied the most at the rank of Commander (roughly four to one) and for

the Aviation group as a whole (roughly three to one). In the next chapter, the question of the importance of graduate education in a Pol-Mil related area for Strategic Planners will be raised. In a subsequent section of this chapter, the question concerning the requirements of the billets will be raised. Some responses suggest that not all Strategic Planning billets require a masters degree of the person who should be detailed to that job.

TABLE 16

**EXPERIENCE-CODED STRATEGIC PLANNING  
SUBSPECIALISTS WITH MULTIPLE TOURS IN  
A STRATEGIC PLANNING BILLET  
WITH NO POL-MIL MASTERS DEGREE  
BUT DOES HAVE PROFESSIONAL  
MILITARY EDUCATION**

DESIGNATOR	#	RANK (O- )					
		8	7	6	5	4	3
1100	0	0	0	0	0	0	0
1110	10	0	0	8	2	0	0
1120	1	0	1	0	0	0	0
1130	2	0	0	0	1	1	0
1310	8	0	0	3	5	0	0
1320	6	0	0	3	1	2	0
TOTAL	27	0	1	14	9	3	0

Of those Experience-coded subspecialist respondents who had served in multiple tours, there were far more who had attended some type of PME from the group of those

without a Pol-Mil masters degree than from the group that did have a degree (Table 16). 75 percent of the respondents without a Pol-Mil masters had attended some form of PME. In this category, 91 percent of the Surface Warfare officers, 80 percent of the Pilots, and 86 percent of the NFO's had PME but did not have a Pol-Mil masters. Both of the Special Warfare officers had attended a war college. The U.S. Naval War College was the source for 56 percent of the PME. No respondent in this category had indicated that they had participated in a Naval War College program in addition to another war college. Of the remaining 12, one officer had attended both the Armed Forces Staff College and the Army War College. Six officers had attended just the Armed Forces Staff College, and one each at the Army War College, the Air War College, The Canadian War College, the National War College, and a war college in the United Kingdom.

Of the Experience-coded respondents with multiple tours, only nine of the 58 indicated they had neither a Pol-Mil degree nor PME from a war college. Four of those officers were Submarine Warfare officers and three were Aviators.

#### **4. Conclusions Regarding Multiple Tours**

Many of the Rear Admirals and Captains have had multiple jobs in the Strategic Planning area, plus Pol-Mil related education and experience at either the Naval War College or the War College of another service or country.

This was not surprising, considering the amount of time which they have had to acquire such backgrounds. Examining the billets held by all officers that had been assigned to multiple tours yielded an interesting result. There were two categories of billets that had by far the largest number of officers assigned who had also been assigned to other billets in the Strategic Planning field. These two areas were OP-06 and the JCS. Within OP-06 specifically, 86 percent of the OP-603 (Strategic Concepts Branch) "alumni" held other jobs in the Strategic Planning field. Of the officers who had been assigned to the JCS (primarily in J-5, the Strategic Plans and Policy area) 69 percent held other jobs in Strategic Planning fields. From this observation, the following personal suggestion is made with regard to detailing junior officers who enter the Strategic Planning arena through the graduate education (primarily NPS, the largest supplier) route. Following the sea tour after graduation from NPS, officers should be detailed to OP-06 for training on Navy staffs, particularly in OP-603. Arrival to OP-06 should be by way of either the Naval War College Intermediate course (ten months and Phase I JPME) or the Armed Forces Staff College (six months, Phase II JPME, and "relatively" close to Washington in Norfolk, Virginia). After a year to a year and a half in OP-603, the officer could be "split-toured" to the JCS for the remainder of his/her shore tour as an "apprenticeship" tour or

vice-versa, as in the case of recent JCS interns.

Subsequent subspecialty tours could then be in OSD, NSC, or JCS offices for a more senior billet.

#### **G. BILLETS AND OP-602 LIST**

Appendix B is the list of billets for Strategic Planners provided by OP-602. Appendix K interweaves the billets from the OP-602 list into a list developed by the responses in the survey. Blank spaces in the "Control Number" column indicates that the billet is from the OP-602 list. By listing both sets of billets together, it is possible to note where billets held by respondents match, or come close to matching, those on the OP-602 list.

In this section, the two billet lists are compared in order to determine if the billets held by Strategic Planners are the same as those on the OP-602 list. In cases where the billets are the same, the respondent's comments as to whether the billet is consistent with the subspecialty code is noted. Consideration for subspecialty code suffixes is taken into account (P-codes, S-codes, etc.). In cases where billets are not the same, consistency between the billet and the subspecialty code is again noted. The purpose of this section is to determine if there are any billets that should be added or deleted from the OP-602 billet list.

Of the 152 billets on the OP-602 list, respondents indicated they had served in billets which matched or came

close to matching 54 of those billets. The billets filled were primarily in CINCPACFLT and the offices of OP-06 (in particular OP-602/603/605/651/652/653). There appeared to be an imbalance in contrasting the number of billets in the OP-602 list of CINCPACFLT to CINCLANTFLT (sixteen versus one). All of the respondents who held jobs on the CINCPACFLT staff indicated that the billet was consistent with the Strategic Planning subspecialty code. However, according to the OP-602 list, none of the CINCPACFLT jobs were coded to require an officer with a Strategic Planning P-code. This may explain why no P-coded officers reported having been on a CINCPACFLT staff, despite the significant numbers of experience-coded officers in those billets.

#### **1. NPS Graduates**

NPS graduates reported having served in 14 of 152 billets that were on the OP-602 billet list. In each case the billet was listed as requiring a P-coded subspecialist and in each case, the respondent indicated that the billet was consistent with the subspecialty code. In one case an NPS graduate indicated being assigned to the Naval War College wargaming department as a political analyst. The respondent indicated that the billet "just barely" was consistent with the subspecialty code. The respondent had a P-code while all six billets at the Naval War College only call for an S-code. Nine billets were reported as having been filled that were not on the OP-602 billet list. In

four of the cases, the respondent indicated that the billet was consistent with the subspecialty code. Consideration therefore might be given to the following billets held by NPS graduates for further investigation as to whether they should be incorporated into a future billet list:

- Defense Nuclear Agency - Atomic Energy Plans and Policy
- Joint Electronic Warfare Center - Concepts and Doctrine
- OP-613 - Assistant Head, Western Hemisphere Branch
- Office of the SECNAV - Program Appraisal Office

In addition to the above four billets, consideration also should be given for including the recently-formed OP-06 Chair of Strategic Planning at the Naval Postgraduate School.

## **2. CIVINS Graduates**

In the seven billets reported by CIVINS graduates that were on the OP-602 list as requiring an advanced degree, all seven respondents indicated that the billet was consistent with the subspecialty code. In one case, a CIVINS graduate filled a billet in which an advanced degree was not required. It was as the Political Science Department Associate Chairman at the U.S. Naval Academy. As coded, the billet does not require an individual with an advanced degree, but the respondent indicated that the billet was consistent with the subspecialty code the respondent held.



CIVINS graduates held many billets which were not on the OP-602 list, but the respondents indicated that their billets were consistent with their subspecialty codes:

- Intelligence Analyst - NOIC, SWORD
- NSC - Director of Pol-Mil Affairs
- OP-96 - Extended Planning Branch (Political and Systems Analyst)
- OSD - Special Assistant for Stockpile Management
- OSD - Deputy Assistant to the Secretary of Defense for Missions and Applications
- OSD - Desk Officer for Iran and the Indian Ocean
- OSD - Special Assistant to the Secretary of Defense for Interagency Matters
- OSD - Planning and Requirements

### **3. Experience-coded Subspecialists**

In this category, there were 30 respondents who held billets that were on the OP-602 list, all of which indicated that the billets they had served in were consistent with their Strategic Planning subspecialty codes. In three of those cases, two officers reported they had held the same billets. In two cases, the billet description given by the respondent was not specific enough to guarantee that it was the same billet referred to in the OP-602 list (these were four officers who had worked in OP-605 and three who had worked in OP-651).

One respondent, who worked in the Chief Force Applications office at JSTPS, indicated that while the billet was consistent with the subspecialty code, the Warfare Specialty (in this case a Submarine Warfare officer) was more important than the subspecialty code. One respondent who worked in the OP-00K office stated that the

Strategic Planning subspecialty code was "somewhat" consistent with the billet. In two cases the billet on the OP-602 list called for an officer with an advanced degree, but the respondent did not have one. Those two billets were in the SACLANT Force Requirements office and the SHAPE Operations and Plans Branch. Both respondents indicated that the billet was consistent with their subspecialty code.

There were many billets that respondents in this category held that were not on the OP-602 list. The billets are listed in Appendix L with a column indicating whether or not the respondent thought it was consistent with the subspecialty code. This list is not meant to purely indicate that Strategic Planners with an "R" or "S" code should be assigned to the billet, but rather, viewed from the perspective of whether "credit" should be given to individuals who fill these billets and whose records are then reviewed by a subspecialty screening board that awards the proper code, if one should be awarded at all.

With regard to the matching of billets on the list provided by OP-602 to the proper subspecialty code, the vast majority of respondents who served in billets on the OP-602 list agreed that the subspecialty code was, in fact consistent with the billet. There were very few who indicated that they thought the billet and subspecialty code was not consistent with one another. In addition, many respondents indicated they had served in billets in which

the prescribed subspecialty code was consistent with the particular job and therefore, these billets might be looked at with respect to including them into a future list of Strategic Planning subpecialist billets.

Clearly, there remains much work for OP-602 and the 1991 Subspecialty Code Review Board (SRB) to sort out and defend requirements for both P-coded and experience-coded officers to fulfill many of the billets identified by survey respondents.

## VIII. THE NEED FOR GRADUATE EDUCATION

### BY STRATEGIC PLANNERS

#### A. INTRODUCTION

The various educational programs in the Navy available for Strategic Planners have already been discussed in Chapter V. Graduates of a strategic planning curriculum were asked if they thought that achieving a masters degree had enhanced their ability to perform jobs held since graduation. In addition, graduates were asked their opinion of specific courses and whether the information learned had been useful. The purpose of the questions was to determine if certain courses were considered important for serving in a strategic planning billet and if so, which courses were most important. In addition, information regarding where the respondent received a Pol-Mil degree including the area of study was collected.

The specific questions regarding graduate education to be answered by the information collected in the survey included:

- Are there any patterns to the responses regarding the importance of graduate education between NPS, CIVINS, and experience-coded officers (who have POL/MIL educational backgrounds)?
- What courses are considered to be the most helpful by those respondents who had been employed in a strategic planning billet?

- Are there any courses that respondents took that were not considered to be important in a strategic planning billet?
- Are there any recommendations for improvement or considerations that should be taken into account for the future educating of strategic planners?

## B. CIVILIAN GRADUATE INSTITUTIONS AND AREAS OF STUDY

This section discusses the civilian institutions which respondents attended for their Pol-Mil related advanced degrees and what areas of study were included. It does not include the National Security Affairs program (International Organizations and Negotiations and Strategic Planning) at the Naval Postgraduate School.

### 1. CIVINS Graduates

Of the 27 respondents in this category, the following table lists where their masters degrees in a Pol-Mil area were awarded.

TABLE 17

#### GRADUATE INSTITUTIONS OF CIVINS RESPONDENTS

Institution	Number	Percent
Georgetown University	9	33%
Salve Regina College	2	7%
Tufts University	4	15%
Other Institutions	12	44%

Institutions in the "other" category included such schools as The American University, Boston College, George Washington University, Harvard, Stanford, and the University

of Southern California. One individual was a graduate of the International Law program at the Graduate Institute of International Studies, Geneva, Switzerland. Of the nine respondents who were graduates of Georgetown University, six participated through the Voluntary Graduate Education Program (VGEP) in affiliation with the U.S. Naval Academy. As mentioned in Chapter V, none of the respondents in this program have been utilized in a strategic planning billet, since they are still too junior.

The area of study is shown in Table 18.

TABLE 18  
AREA OF STUDY OF CIVILIAN RESPONDENTS

Area of Study	Number	Percent
Government	2	7%
International Relations	5	19%
Law and Diplomacy	4	15%
National Security Studies	2	26%
Other	9	33%

The Master of Arts in Law and Diplomacy (M.A.L.D.) was received only at Tufts University and the Master of Arts in National Security Studies was received only at Georgetown University. Areas of study in the "other" category included: International Affairs, International Law, International Studies, and Political Science.

There did not appear to be any relation between the institution or area of study and utilization of the officer.

## 2. Experience-coded Subspecialists With a Pol/Mil Degree

Of the 141 respondents in this category, 39 currently have, or are in the process of receiving, a master's degree in a Pol-Mil area. The following lists where their masters degrees in a Pol-Mil area were awarded.

TABLE 19

### GRADUATE INSTITUTIONS OF EXPERIENCE-CODED STRATEGIC PLANNING SUBSPECIALISTS

Institution	Number	Percent
Catholic University	2	5%
George Washington	4	10%
Georgetown University	5	13%
Defense Intel College	2	5%
Naval Postgraduate School	7	18%
Salve Regina College	6	15%
Tufts University	4	10%
Other Institutions	9	23%

Institutions in the "other" category included schools such as Boston College, Notre Dame, Tulane, and the Massachusetts Institute of Technology. Their areas of study are shown in Table 20.

The Master of Arts in Law and Diplomacy (M.A.L.D.) was received only at Tufts University. The Master of Arts in National Security Affairs was received only at the Naval Postgraduate School (one respondent was in the Intelligence curriculum and two were in the Far East curriculum). The four respondents that had a degree in Operations Research

were also all from the Naval Postgraduate School. The two degrees in Strategic Intelligence were awarded by the Defense Intelligence College. Other areas of study include Defense Analysis, Foreign Affairs, and Government.

TABLE 20

**AREA OF STUDY OF EXPERIENCE-CODED  
STRAGIC PLANNING SUBSPECIALISTS**

Area of Study	Number	Percent
Diplomatic History	2	5%
International Relations	11	28%
International Affairs	3	8%
Law and Diplomacy	4	10%
National Security Affairs	3	8%
Operations Research	4	10%
Political Science	4	10%
Strategic Intelligence	2	5%
Other	6	15%

**C. STRATEGIC PLANNERS OPINIONS ON THE IMPORTANCE OF  
GRADUATE EDUCATION**

For those graduates of NPS and civilian institutions, the same questions were asked with regard to graduate education. First, graduates were asked if they felt that getting an advanced academic degree had enhanced their ability to perform the jobs they had held since graduation. Respondents could choose from whether they "strongly agreed," that an advanced academic degree had enhanced their ability to perform jobs held since graduation, "agreed," had "no opinion," "disagreed," or "strongly disagreed." If the respondent "disagreed" or "strongly disagree" they were



further asked if the reason was due to the education they had received, the requirements of the jobs they had held or some other reason which they could mention. For the purpose of analysis, each group was divided into two parts, those who had been employed in what they considered to be a strategic planning billet and those who had not.

It was not possible to ascertain particular reasons why the respondent thought the degree had, in fact enhanced a respondent's later ability either in a strategic planning billet or other assignment. This was due to the subjective nature of the questionnaire sent to the NPS and CIVINS graduates. For these two groups allowance was made for the respondent to comment if he or she did not believe the advanced degree had been useful. The survey sent to the Experience-coded Strategic Planners was more objective and, as will be shown, comments were given with regard to why an advanced degree is deemed important.

TABLE 21

**NPS RESPONDENTS WHO HAD BEEN USED  
IN A STRATEGIC PLANNING BILLET  
OPINIONS ON THE IMPORTANCE OF AN ADVANCED DEGREE**

RESPONSE	NUMBER	PERCENT
STRONGLY AGREE	15	68%
AGREE	6	27%
NO OPINION	0	0%
DISAGREE	1	5%
STRONGLY DISAGREE	0	0%

As indicated in Table 21 the overwhelming majority of those who had been employed in a strategic planning billet indicated the advanced degree had enhanced their ability to perform their jobs. For the one individual who did not, the reason given involved the requirements of the job. The individual had been assigned to the Wargaming Department of the Naval War College and felt that the subspecialty code was "just barely" consistent with the billet.

For those NPS graduates who had not served in a strategic planning billet (Table 22), the number of those who felt an advanced degree had enhanced their ability to perform subsequent jobs outnumbered those who did not by a three to one margin. One respondent who had not been in a strategic planning billet did not answer the question. This statement assumes that respondents who indicated "strongly agree" or "agree" to mean "yes" and those who indicated "disagree" or "strongly disagree" to mean "no."

TABLE 22

**NPS RESPONDENTS WHO HAD NOT BEEN USED  
IN A STRATEGIC PLANNING BILLET  
OPINIONS ON THE IMPORTANCE OF AN ADVANCED DEGREE**

RESPONSE	NUMBER	PERCENT
STRONGLY AGREE	9	29%
AGREE	13	42%
NO OPINION	2	6%
DISAGREE	3	10%
STRONGLY DISAGREE	4	13%

Focusing on the respondents who thought the degree had not enhanced their ability to perform jobs since graduation yielded the same result in every case. Each respondent indicated that it was due to the jobs held (none had been in a strategic planning billet). The three in the "disagree" category had all recently graduated from NPS (1989 graduates). The other respondents who "strongly disagreed" cited job requirements, with two stating that they enjoyed the NPS curriculum and would change little.

The results of graduates of civilian institutions were similar to those from NPS. For those who had been used in a strategic planning billet, the Table 23 applies.

TABLE 23

**CIVILIAN RESPONDENTS WHO HAD BEEN USED  
IN A STRATEGIC PLANNING BILLET  
OPINIONS ON THE IMPORTANCE OF AN ADVANCED DEGREE**

RESPONSE	NUMBER	PERCENT
STRONGLY AGREE	7	78%
AGREE	2	22%
NO OPINION	0	0%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%

As mentioned in the previous chapter, most of these individuals had gone on to hold multiple tours in the strategic planning field. For those who had not been

utilized in a strategic planning billet, the majority thought the advanced degree had been of benefit, even though they had not been in a specific strategic planning billet. One officer did not answer the question. Those who responded that the advanced degree had not helped them cited the requirements of the jobs held since graduation. There were two respondents who were very critical of the fact that they had worked hard to obtain a degree and had not been utilized in a billet appropriate to the subspecialty code. The table for CIVINS graduates who had not been utilized in a strategic planning billet follows.

TABLE 24

**CIVINS RESPONDENTS WHO HAD NOT BEEN USED  
IN A STRATEGIC PLANNING BILLET  
OPINIONS ON THE IMPORTANCE OF AN ADVANCED DEGREE**

RESPONSE	NUMBER	PERCENT
STRONGLY AGREE	5	24%
AGREE	7	33%
NO OPINION	0	0%
DISAGREE	6	29%
STRONGLY DISAGREE	3	14%

Experience-coded Strategic Planning subspecialists were sent a questionnaire that differed in format from that of the NPS and CIVINS graduates. When the surveys were returned, it was learned that many of the subspecialists in the

strategic planning field coded as having "significant experience" also possessed an advanced degree in a Pol-Mil related area. Many officers had an advanced degree in other areas as well, such as management or engineering. For the purpose of this analysis however, only those who indicated that they held or were in the process of working toward a Pol-Mil masters degree were considered.

The question asked of those officers in the Experience-coded category was: "Do you feel that getting an advanced academic degree has enhanced your ability to perform the jobs you have held since graduation? If not, is the reason the education you received or with the requirements of the jobs you have been assigned to or some other reason?" Respondents did not have a multiple choice answer available as those in the NPS and CIVINS category did. Thus, the answers given were simply "yes" or "no" as written by the respondent, although many mentioned additional comments to support their answer. There were 39 officers who responded that they had an advanced degree in a Pol-Mil related area. Of those 39 officers 32 (82 percent) replied "yes", an advanced Pol-Mil degree had enhanced their ability to perform their jobs. Only one officer had not been utilized in a strategic planning billet and commented that the degree had not helped for that reason. Two other officers replied "yes", however, one stated that the length of time between obtaining the degree and being used in a

billet was too long, and the other stated that the degree was helpful but not essential. Two more officers stated that the area of study was not directly related to the billet and two were still in the process of obtaining their degree while in a strategic planning billet; one stating that the degree is not necessary and the other stating that common sense is more important than a degree.

For those officers with a Pol-Mil degree, the most frequently cited reasons that a degree was important were that a degree in a Pol-Mil area gives one a broad knowledge base, teaches one to think (by improving analytical skills), provides credibility in the strategic planning field, and a degree provides credentials that help one to get jobs. Many of the Experience-coded Strategic Planners who did not have a Pol-Mil degree gave comments that indicated their lack of a degree had not been a problem for them. Frequently cited comments from this group included that the ability to work hard was more important than a degree, that operational staff experience or proficiency in a warfare specialty was more important, that limited time (in a career path) should be spent at a War College instead of pursuing an advanced degree. Some thought that a degree would be helpful but did not have the time to pursue one and some simply wanted better preparation for the particular area in which they were involved. A common request of those in the nuclear strategic planning area, for example, was for some type of

primer concerning nuclear warfare history and strategy. One officer suggested that the Navy promote (assign) outside reading.

It should also be remembered that, while many of the billets were filled by strategic planning subspecialists who had an advanced degree in a Pol-Mil related area, the requirements for the billet itself often did not specify an officer with such an educational background.

#### **D. STRATEGIC PLANNERS OPINIONS ON THE VALUE OF THEIR INSTITUTION**

Tables were produced concerning the institution attended by those who had an advanced degree in a strategic planning area. NPS and CIVINS respondents were asked to comment on the following statement: "I think attending the Naval Postgraduate School (or their listed institution for those in the CIVINS category) for my advanced degree has particularly improved my ability to perform the jobs I have held since graduation." Respondents were asked to choose from the range of choices of "strongly agree" to "strongly disagree" as mentioned above.

In this first category (Table 25) there was only one officer who thought that attending the Naval Postgraduate School for his advanced degree had not improved his ability to perform jobs since graduation. This officer was in the 1130 (Special Warfare) community, and while he indicated

TABLE 25

**NPS RESPONDENTS WHO HAD BEEN USED  
IN A STRATEGIC PLANNING BILLET  
OPINIONS ON THE IMPORTANCE OF THEIR INSTITUTION**

RESPONSE	NUMBER	PERCENT
STRONGLY AGREE	10	45%
AGREE	10	45%
NO OPINION	1	5%
DISAGREE	1	5%
STRONGLY DISAGREE	0	0%

that he felt getting an advanced degree had enhanced his abilities in later job performance, he cited what he believed to be a "primary emphasis...on DoD solutions" to problems, whereas he felt that a "broader knowledge of other government agencies and their responsibilities and capabilities" should be stressed.

TABLE 26

**NPS RESPONDENTS WHO HAD NOT BEEN USED  
IN A STRATEGIC PLANNING BILLET  
OPINIONS ON THE IMPORTANCE OF THEIR INSTITUTION**

RESPONSE	NUMBER	PERCENT
STRONGLY AGREE	6	19%
AGREE	14	44%
NO OPINION	4	13%
DISAGREE	5	16%
STRONGLY DISAGREE	3	9%



Responses in the above category (Table 26) were similar to the responses given with regard to the value of the advanced degree question. In this category the same respondents who had "disagreed" or "strongly disagreed" in the question pertaining to the advanced degree did so in this question relating to the value of NPS in their later job assignments. One additional officer, who was a recent (1989) graduate, stated that while he thought the degree was important, he felt underutilized in his P-code and stated he did not think attending the Naval Postgraduate School had helped him yet.

TABLE 27

**CIVINS RESPONDENTS WHO HAD BEEN USED  
IN A STRATEGIC PLANNING BILLET  
OPINIONS ON THE IMPORTANCE OF THEIR INSTITUTION**

RESPONSE	NUMBER	PERCENT
STRONGLY AGREE	6	67%
AGREE	3	33%
NO OPINION	0	0%
DISAGREE	0	0%
STRONGLY DISAGREE	0	0%

As with the CIVINS respondents who had felt that an advanced degree had helped them in their job performance, the above group of officers (Table 27) also felt that the institution they had attended had been of benefit. In the

table that follows, while most respondents felt the institution had benefited them in the performance of their jobs, the same officers who cited that attendance at the institution had not benefited them had the same comments regarding the value of the advanced degree, in that they had not been in a strategic planning billet.

TABLE 28

**CIVINS RESPONDENTS WHO HAD NOT BEEN USED  
IN A STRATEGIC PLANNING BILLET  
OPINIONS ON THE IMPORTANCE OF THEIR INSTITUTION**

RESPONSE	NUMBER	PERCENT
STRONGLY AGREE	2	9%
AGREE	13	59%
NO OPINION	1	5%
DISAGREE	3	14%
STRONGLY DISAGREE	3	14%

**E. SURVEY RESPONDENTS' RANKINGS AND OPINIONS OF VARIOUS  
ACADEMIC COURSES**

Graduates were next asked a series of questions to try to determine what courses were seen as particularly helpful for use later in a strategic planning billet. A statement such as: "I believe taking courses that dealt with International Law helped me perform my subsequent mission(s)" was made. Respondents could choose from whether they "strongly agreed," that this course had been

particularly useful, "agreed," had "no opinion," "disagreed," "strongly disagreed," or considered the statement "not applicable," since they did not take a course in that area.

In analyzing the results of the survey, only those respondents who indicated they had served in a strategic planning billet were considered. Furthermore, to determine which courses were considered helpful, the "agreed" and "strongly agreed" responses were combined. Results are shown in Table 29 and Table 30.

While these lists are interesting, it also shows that all the courses that graduates had taken were considered important in helping Strategic Planners perform their subsequent missions. The list also implies that both NPS and CIVINS graduates would consider the most important courses to be those that deal with U.S. National Interests, Strategic Planning, International Relations, Economics, and Defense Organization. The lists would further imply that courses dealing with Threat Analysis, Forecasting Methods, Management, Technology, and Naval Warfare, while helpful, were not as helpful as other courses. In the case of these five courses, there were respondents who had indicated that they had no opinion with regard to these courses because they had not taken them at their institution. For example, of the NPS respondents, six officers (27 percent) had indicated that had not taken a course in Threat Analysis and

three (33 percent) of the CIVINS respondents had not taken a course in Forecasting.

TABLE 29

**COURSES LISTED BY NPS GRADUATES WHO  
HAD BEEN USED IN A STRATEGIC PLANNING BILLET  
AS BEING HELPFUL IN PERFORMING  
SUBSEQUENT STRATEGIC PLANNING BILLETS**

<b>COURSE TYPE</b>	<b>NUMBER</b>	<b>PERCENT</b>
International Economics, Defense Resources Allocation, and/or other economic issues	21	95%
International Relations and/or Comparative Foreign Policy issues	21	95%
Soviet National Security Strategy	21	95%
Strategic Planning	21	95%
U.S. National Interests and/or U.S. Security/Defense Policy issues	21	95%
Defense Organization	20	91%
Military History	20	91%
Arms Control issues	19	86%
International Law	18	82%
Maritime Strategy issues	18	82%
Naval Warfare issues	16	73%
Nuclear issues	16	73%
Technology and its impact on Strategic Planning	16	73%
Threat Analysis	14	64%
Management	12	55%
Forecasting, Research Methods, and/or Comparative Analysis	11	50%

TABLE 30

**COURSES LISTED BY CIVINS GRADUATES WHO  
HAD BEEN USED IN A STRATEGIC PLANNING BILLET  
AS BEING HELPFUL IN PERFORMING  
SUBSEQUENT STRATEGIC PLANNING BILLETS**

COURSE TYPE	NUMBER	PERCENT
Strategic Planning	9	100%
U.S. National Interests and/or U.S. Security/Defense Policy issues	9	100%
Defense Organization	8	89%
International Economics, Defense Resources Allocation, and/or other economic issues	8	89%
International Relations and/or Comparative Foreign Policy issues	8	89%
Maritime Strategy issues	8	89%
Naval Warfare issues	8	89%
Nuclear issues	8	89%
Military History	7	78%
Soviet National Security Strategy	7	78%
Technology and its impact on Strategic Planning	7	78%
Threat Analysis	7	78%
Arms Control issues	5	56%
Forecasting, Research Methods, and/or Comparative Analysis	5	56%
International Law	5	56%
Management	5	56%

In order to account for courses that graduates had not taken, but did consider important, another section in the

survey was designed to rank the most important courses graduates thought they should have had. This section would be based upon their opinion after having been in a strategic planning billet and not upon their transcript. Even if a graduate had not had the opportunity to take a course in a particular subject area this section would allow them to rank the course against others.

In this section, one CIVINS graduate and two NPS graduates that had served in a strategic planning billet did not fill in this section. For the purpose of the analysis, the CIVINS and NPS respondents were grouped together for a combined set of figures.

The results showed that courses dealing with U.S. National Interests and/or U.S. Security/Defense Policy issues were considered to be the most important. This area was ranked to be in the top five most important courses by 86 percent of the respondents. Furthermore, 43 percent of the respondents ranked this area as the number one most important area of study by a 2:1 margin. International Relations and/or Comparative Foreign Policy courses received the second largest number of first place choices with 18 percent. International Relations courses were ranked in the top five by 50 percent of the respondents.

Two other courses that were ranked high in relation to the others were courses that dealt with International Economics and Defense Resource Allocation areas, plus

courses dealing with Soviet National Security Strategy. Economics related courses were ranked to be one of the five most important courses by 57 percent of the respondents and, although it was never ranked as the single most important area of study, courses dealing with Soviet Military Strategy were considered to be in the top five by 50 percent of the Strategic Planners.

This section also contained an area for graduates to rank "least important courses." It was set up similar to the above section and would allow graduates, whether they had taken the course or not, to indicate which courses might not be considered as important as others based upon the respondent's experience in a strategic planning billet. Some respondents did not complete this section, stating that they did not think there were "least important" courses for strategic planners.

The results showed that courses dealing with Management were considered to be the least important of all. Management courses were ranked to be one of the five least important courses by 86 percent of the respondents and accounted for 46 percent of the "number one" least important course choices. Courses dealing with Forecasting, Research Methods, and/or Comparative Analysis were ranked in the bottom five by 49 percent of the respondents. These courses received the second largest number of single least important course area choices by 19 percent of the respondents.

Although it was only ranked as the single least important course once, courses dealing with Arms Control issues were listed as one of the five least important courses 53 percent of the time.

None of the respondents listed courses dealing with U.S. National Interests and/or U.S. Security/Defense Policy issues as one of the five least important courses. The same was true for courses dealing with Strategic Planning. Courses dealing with International Relations and Soviet National Security Policy, which were ranked by most respondents to be one of the five most important courses, also were ranked to be one of the five least important courses by eight percent of the respondents. International Economics, Defense Resource Allocation, and/or other economic issues related courses appeared to be a subject area that Strategic Planners felt that either was relatively important (57 percent), or not important (33 percent). Again, it should be noted that several who ranked the courses listed as "least important" did so grudgingly.

Some respondents commented on other areas of study they felt they would like to have seen emphasized; a sampling of comments is given in Appendix M. There were several comments about learning how to do point papers and stressing the importance of understanding what goes on inside the Pentagon. Many respondents thought that perhaps these courses should best be left to a war college to teach, but



thought that knowledge in these areas would have been beneficial.

In particular, CIVINS respondents who had been in a strategic planning billet indicated that the following areas should be considered for more emphasis:

- Economics (Public Finance)
- Russian Language study
- International Economics
- Regional Studies (Middle East and Latin America)

NPS respondents listed the following areas that they thought should receive greater concentration:

- The Budget Process, PPBS, and Role of Congress
- Military and Naval History
- Third World issues
- The Military Planning Process
- Operations Analysis
- Chemical Warfare

Highlights of the survey as well as sample opinions expressed by survey respondents can be found in Appendix J and Appendix M.

## IX. SUMMARY AND CONCLUSIONS

Due to the recent Goldwater-Nichols Act, the military is being encouraged to develop officers fluent in both joint and strategic thinking. The Navy, in particular, with its sea-shore rotation and manning constraints will have to be more creative in the way it develops and maintains a program to achieve this important goal.

Throughout this century it appears that Navy interest in conducting long range strategic planning has been cyclical. From the days of the General Board to the present, semi-decentralized system of developing master plans, the structure used to create long range plans has undergone many changes. While organizations have been formed and subsequently disbanded for one reason or another, there has always been a need for individuals who are creative and imaginative in their thinking who can help influence the course the Navy takes, in providing for its future.

Navy officers designated as Strategic Planners can come from different sources, as indicated by the various suffixes to the subspecialty codes. The primary sources are educational institutions such as the Naval Postgraduate School and civilian institutions such as Tufts University, Stanford, Harvard, and Georgetown. The current largest single group of subspecialists are the experience-coded

officers who obtained the Strategic Planning subspecialty code by virtue of having served in a Strategic Planning billet. Many of the officers in the latter category have educational backgrounds in Political Science or International Relations, as opposed to a specific Strategic Planning curriculum.

Strategic Planners must have a broad grasp of the international environment and the role that the U.S. government serves. They must understand how policy is made at various levels of government and above all, must understand the function of a navy and its use as an instrument of policy. Strategic Planners must be nurtured through a combination of both graduate education, professional military education, and exposure to the process in which strategy is formed. Therefore, careers should incorporate a balance of study at academic institutions, war colleges and training in billets. These should not be at the expense of career development in a warfare specialty however, since it is the knowledge gained from firsthand experience which the warrior brings to the strategy formation arena that is so valuable. Further, if proficiency in the warfare specialty is not maintained at a high level, then the officer may risk jeopardizing promotion opportunities and never be able to utilize his/her skills in higher level decision making billets.

With regard to the educational programs, the Naval Postgraduate School should continue to be a primary source for providing the Navy with P-coded Strategic Planning subspecialists. Based on survey results, consideration at NPS should be given to expanding courses dealing with the staff structure and policy formation in the Navy. While this may overlap to some extent with similar courses taught at the Naval War College, it is important that students receive this exposure, especially if they are not able to attend a War College prior to their first tour in a Strategic Planning billet. Consideration should also be given to conducting a field trip for all Strategic Planning students and not just a few to the Pentagon in order to learn first hand what issues are being worked and how the officers in many of the Strategic Planning billets are able to affect the planning process. If completed early in the student officers' curriculum, such a trip could help prompt the development of thesis topics and serve to place subsequent courses in perspective. Senior ranking officers with prior experience in the Strategic Planning field should be sought to fill some instructor billets at the school. Successful practitioners are an important source of information for students unsure of what the "real world" is like.

The Naval Postgraduate School needs to be able to offer JPME Phase I credit to at least the strategic planners, if

not all officers, simply due to the length of the curriculum and the time an officer is taken out of the mainstream of his community while attending the school.<sup>2</sup>

PME requirements need to reflect the background that strategic planners will have with their subspecialties and billets held. They should be permitted to waive some of the PME requirements, particularly those that would occur late in a "normal" officer's career according to the Skelton committee plan.

The Navy should not solely invest in education through civilian universities as a path to obtaining master's degrees for its high level decision makers. The professional environment at NPS is very conducive to nurturing the development of future strategic planners. Both civilian schools and NPS can be used to provide the Navy with subspecialists, and civilian universities can be used for post-masters study for the "select few."

At civilian institutions, consideration should be given to changing the one year Tufts program to a two year tour for officers. By matching the length of time that the Naval Postgraduate School allows its students to complete the Strategic Planning curriculum, students at Tufts can

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<sup>2</sup>This implies some "relaxation" of the "fifty percent rule" for subsequent assignment of Phase I JPME graduates to immediate Phase II and joint billet assignments.

participate in the Fletcher School's Master of Arts in Law and Diplomacy (M.A.L.D.) curriculum. Successful completion of this program would also put the officer in a good position to obtain a Ph.D by either extending the tour (up to three years) or completing the program later in the officer's career.

The decision to give the Naval War College permission to grant a masters degree in strategic studies (and particularly the related decision on P-coding), should be closely examined with respect to the impact it will have on the future of the program both at NPS and civilian institutions. The question that needs to be answered is the extent to which the programs overlap, complement or are even good substitutes for each other (see Appendix I).

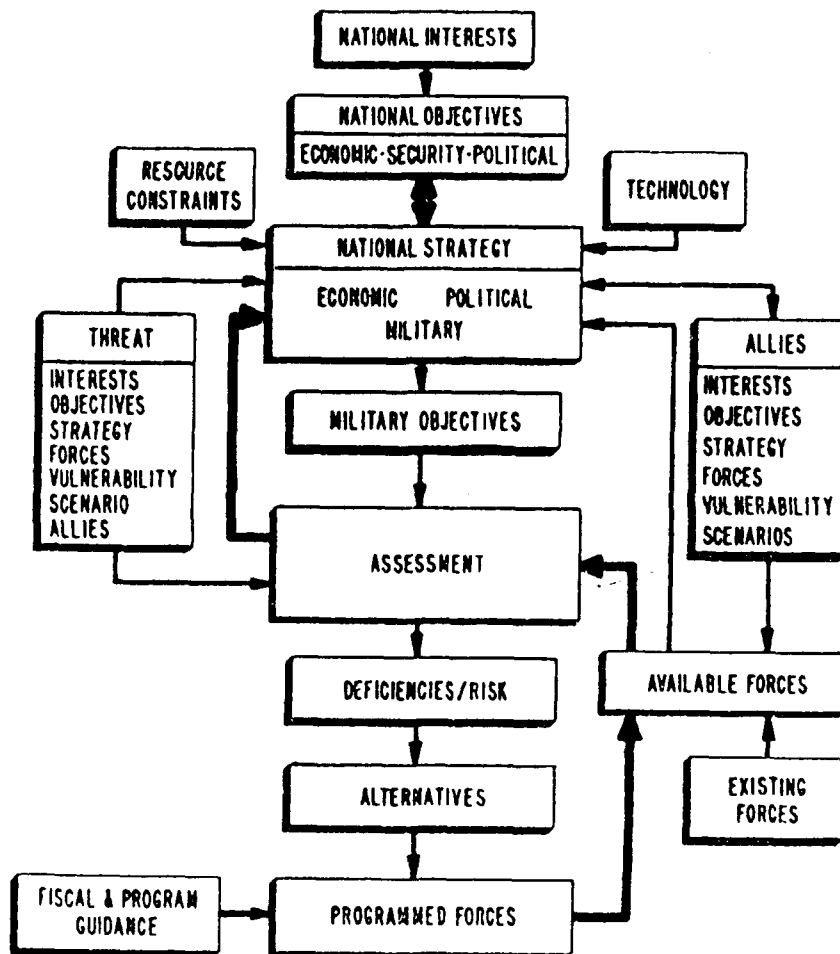
For officers whose tours in a Strategic Planning billet will take them to the Washington, DC or Norfolk, Virginia area, consideration should be given to allowing them to attend the Armed Forces Staff College either at the beginning (preferably) or at the end of their tour.

Some type of additional credit needs to be given through the subspecialty code system for officers who have participated in the Federal Executive Fellowship program. Many of the officers who were listed as experience coded had actually been involved in a FEF program. Having met the stringent requirements to become accepted for a FEF tour and subsequently completing it should enable selected officers

to petition for an upgrade of an XX20P code (which many FEF candidates already possess) to a XX28P code.

APPENDIX A

THE COMPLEXITY OF FORCE PLANNING



SOURCE: Lloyd, Richard M., and Lorenzini, Dino A., "A Framework for Choosing Defense Forces," Foundations of Force Planning, The U.S. Naval War College Press, 1986.



# APPENDIX B

## CURRENT STRATEGIC PLANNING BILLETS

This section was obtained from the OP-602 "Pol/Mil Newsletter" March 1990 issue. Billeets are listed by designator (BDES), then by rank (BGRD). Rank codes are "G" for Captain, "H" for Commander, "I" for Lieutenant Commander, and "J" for Lieutenant. The billeets listed are specifically for Strategic Planners (XX25/26/27).

AUIC	BSC	ACTIVITY	BTITLE	BDES	BGRD	BSUB1	BSUB2
BILLETS WITH SUBSPECIALTY CODE XX25X							
00011	66800	OPNAV	OP-652 HD NUCL	1000	G	7025Q	
65986	00610	NATO MIL COMMIT	US NAV DEL		G	7025Q	
00029	19300	GSD	COUNTRY DIR/SP		G	0025H	
00161	66100	NAVAL ACAD	CHMN/ASSO CHMN		H	0000P	0025S
00011	66810	OPNAV	OP-652C ASST F		H	7025P	
64122	00420	ARMCON&DISARMAGY	OPERATIONS OFF		H	0025S	
65487	14240	JNTSTF JCS WASH	STRAT POL PLNR		H	7025P	
65487	14320	JNTSTF JCS WASH	STRAT POL PLNR		H	7025P	
00011	06563	OPNAV	PERS P&P DIR/O		I	0025T	
00029	85030	OSD	ASST FOR JAPAN		I	0025P	
65986	00620	NATO MIL COMMIT	SO NAV BRD		I	0025T	
00011	66815	OPNAV	OP-652D ASST F	1000	I	7025P	
44069	79100	OSD WASH DC BRUS	DEP DIR DEF OP	1050	G	0025H	
00011	63750	OPNAV	INTNL AFF/OP-6		G	4053F	7025H
64590	31220	SACLANT	FOR RQMTS OFF		H	0025P	0042B
63845	07010	USCINCEUR	STF OPS PLNS		H	7025P	
00011	63815	OPNAV	INTNL AFF/OP-6	1050	I	4053F	7025R
39096	02000	NAVLIAOFF BAHAMA	LIAISON OFF AM	1110	I	7025P	
				1110			
65487	12930	JNTSTF JCS WASH	POL-MIL PLN/CS	1300	H	7025Q	
68876	10100	NAVOTTSWASH DC	HD VISITS CONT	1300	I	7025S	
63415	00300	DEFINTEL AGENCY	INT OFF (INTL	1630	H	0025S	
				1630			

AUIC	BSC	ACTIVITY	BTITLE	BDES	BGRD	BSUB1	BSUB2
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BILLETS WITH SUBSPECIALTY CODE XX26X

44081	00810	USCINCEUR ELE SH	STF OP PLN OFF	1000	G	7026Q	
00011	61202	OPNAV	OP-602J OPS PO		H	7026P	
00070	26110	CINCPACFLT	STRAT DEV/CMD		H	7026S	
46632	05550	DCA DSCU SACRAM	LIAISON OFF		H	5026P	
46632	05530	DCA DSCQ SACRAM	LIAISON OFF		H	5026P	
00011	63625	OPNAV	INTNL AFF/OP-6		H	7026S	
46676	05160	JNTSTFJCS R&D DC	SPEC TECH OPS		H	7026P	
65146	50030	OPNVSUPACT WASH	STRATEGIC PLAN		H	7026Q	
46676	05150	JNTSTFJCS R&D DC	SPEC TECH OPS		H	7026P	
32798	10020	CINCPACFLT/RPN	MOBILIZATION/R		H	7026S	
32791	72480	OPNAV/RPN	OP-601D MOB PO		H	7026S	
00011	60530	OPNAV	OP-601C JOINT		H	7026S	
42091	20200	PG SCH PROFESTRG	INSTR NSA (EUR		I	7026D	
42134	26430	NWARCOL NPTRIPMT	CAMPAIGN ANALY		I	7026S	
00011	61225	OPNAV	OP-603H STRATE		I	7026D	
00011	60540	OPNAV	OP-601C2 JOINT		I	7026S	
00011	61210	OPNAV	OP-603E STRATE		I	7026C	
32791	72482	OPNAV/RPN	OP-601E WARMAP		I	7026S	
00011	63225	OPNAV	INTNL AFF/OP-6		I	7026S	
00011	61208	OPNAV	OP-603D STRATE		I	0026P	
00011	61223	OPNAV	OP-603M STRATE		I	0026S	
00070	26210	CINCPACFLT	JOPS/AUGMENT A		I	0091S	0026I
				1000			
00011	60320	OPNAV	OP-608 DEP DIR	1050	G	7026N	
00070	26020	CINCPACFLT	FLT PLANS & PO		G	7026R	
42134	12100	NWARCOL NPTRIPMT	CHAIRMAN OPS D		G	7026S	
00011	60140	OPNAV	OP-06B3 ASST F		G	7026N	
00011	60120	OPNAV	OP-06B2 ASST F		G	7026N	
00011	60500	OPNAV	OP-601 HEAD, M		G	7026S	
00011	61900	OPNAV	OP-605 BEN PUR		G	7026N	
00011	60110	OPNAV	OP-06B1 ASST F		G	7026M	
00011	61205	OPNAV	OP-603C STRATI		H	7026Q	
00070	26230	CINCPACFLT	EASTPAC PLANS/		H	0026T	
64590	32230	SACLANT	MINE PLNS OFF		H	0026T	
63852	00410	COMSTRIKEFLTANT	ASST FOR NATO		H	7026S	
00066	34200	USCINCLANT	POL-MIL OFF		H	7026S	
42134	26445	NWARCOL NPTRIPMT	CAMPAIGN ANALY		H	7026S	
64590	14070	SACLANT	MARITIME EXER		H	7026S	
00061	50210	CINCUSNAVEUR	STRATEGIC PLAN		H	7026S	
00011	61220	OPNAV	OP-603G STRATE		H	0026P	
42134	26455	NWARCOL NPTRIPMT	OPS ANA/CAMPAI		H	7026S	
00011	61230	OPNAV	OP-603I STRATE		H	7026Q	
00070	26410	CINCPACFLT	HD STUD, ANAL,		H	6042Q	7026S
00038	22510	USCINCPAC	SPEC PLNS STF	1050	I	7026H	
00061	50140	CINCUSNAVEUR	MINE WRF POLIC		I	7026S	
00011	62020	OPNAV	OP-605C LOGISI		I	0026S	
65146	50100	OPNVSUPACT WASH	STRATEGIC PLAN		I	7026S	
65146	60185	OPNVSUPACT WASH	OP-00K3C TACTI		I	0026S	
64166	00490	SHAPE	STAFF OFF O		I	7026P	
				1050			

AUIC	BSC	ACTIVITY	BTITLE	BDES	BGRD	BSUB1	BSUB2
BILLETS WITH SUBSPECIALTY CODE XX26X							
00070	26105	CINCPACFLT	HD STRAT PLNS,	1110	G	7026S	
42134	26460	NWARCOL NPTRIPMT	CAMPAIGN ANALY		H	7026S	
00070	26135	CINCPACFLT	SURFACE/MINE W		H	7026S	0021T
00061	50030	CINCUSNAVEUR	HD PLNS BR/WAR		H	7026R	
32791	72487	OPNAV/RPN	OP-606B MISSIO		H	7026S	
64166	01100	SHAPE	STAFF OFF P		H	7026P	
00070	26115	CINCPACFLT	FLT FORCE REQU		H	0026T	
00011	61990	OPNAV	OP-605A SURFAC		I	7026P	
64763	00110	COM CANLANT	INTERNATIONAL		I	7026S	
00011	61080	OPNAV	OP-602G OPS PO		I	0026T	
				1110			
00011	62000	OPNAV	OP-605G SUBSUR	1120	H	7026P	
57016	08500	COMSUBLANT	STF PLANS-ACOS		H	7026S	
42134	26450	NWARCOL NPTRIPMT	CAMPAIGN ANALY		H	7026S	
00070	26215	CINCPACFLT	GEN WAR PLANS		I	7026S	0022T
				1120			
45582	04200	SOC PAC	MARITIME OPS	1130	H	7026H	
68869	07700	NSPECWARCEN CORO	ANALYST		H	4026P	
00061	50040	CINCUSNAVEUR	UNCON WARFARE		I	7026S	
00061	31090	CINCUSNAVEUR	NAVSPECWAR		J	0026T	
68869	07900	NSPECWARCEN CORO	ANALYST		J	4026P	
				1130			
00060	15300	CINCLANTFLT	DIR FOR LOGIST	1280	G	7026R	
				1280			
00070	26205	CINCPACFLT	HD WAR PLANS &	1300	G	7026R	7022S
00070	26130	CINCPACFLT	ANTI-SUBMARINE		H	0026T	
00070	26225	CINCPACFLT	NUCLEAR WEAPON		H	7026S	
63852	00500	COMSTRIKEFLT LANT	ASST NATO PLAN		H	7026S	
00070	26125	CINCPACFLT	AIR WARFARE		H	0026T	
00011	62010	OPNAV	OP-605B AIR WA		H	7026P	
				1300			
64763	00210	COM CANLANT	PLANNING	1302	I	7026S	
				1302			
00011	60535	OPNAV	OP-601C1 JOINT	1310	H	7026S	
00011	61090	OPNAV	OP-602H OPS PO		H	7026S	
00070	26120	CINCPACFLT	SWA/INDIAN OCE		I	0026T	
				1310			

AUIC	BSC	ACTIVITY	BTITLE	BDES	BGRD	BSUB1	BSUB2
BILLETS WITH SUBSPECIALTY CODE XX27X							
65487	13110	JNTSTF JCS WASH	CHIEF NUC/CHEM	1000	G	7027Q	
65986	00910	NATO MIL COMMIT	STF PLN/NUC		G	7027S	
64591	10010	JNTSTRATARPLNSTF	CHIEF (NOM)		G	7027Q	
64590	30110	SACLANT	SP ASST NUC		G	7027S	
00011	66750	OPNAV	OP-651 HD STRA		H	7027Q	
00011	66820	OPNAV	OP-653 THEATER		H	7027Q	
64591	11150	JNTSTRATARPLNSTF	DEP CHIEF(NOM)		H	7027P	
00011	66770	OPNAV	OP-651D STRATE		H	7027P	
46632	05520	DCA DSCU SACRAM	LIAISON OFF		H	5027P	
00011	66910	OPNAV	OP-654C4 SIOP/		I	7027S	
				1000			
00038	44350	USCINCPAC	CHIEF 541/01 -	1050	G	6027S	
00066	35100	USCINCLANT	DIR NUC		G	0027S	
64591	13060	JNTSTRATARPLNSTF	CHIEF, C OF E		H	7027G	
00011	03577	OPNAV	STRAT PLN/OP-7		H	6042S	7027S
00061	50190	CINCUSNAVEUR	ASST NUC PLNS/		I	0027P	
00011	66840	OPNAV	OP-653D THEATE		I	7027P	0067S
00011	66780	OPNAV	OP-651E JOINT		I	0045P	0027T
				1050			
79109	03005	USCINCCENT	DEP DIRECTOR	1110	G	7027S	
				1110			
00011	66730	OPNAV	OP-65B DEP DIR	1120	G	7027M	
64591	08020	JNTSTRATARPLNSTF	ASST DEP DIR		G	7027Q	
64591	11010	JNTSTRATARPLNSTF	CHIEF (NOM)		G	7027Q	
65487	07610	JNTSTF JCS WASH	CHIEF CMD & CN		G	7027S	
57020	60010	COMSUBPAC	STF OPS & PLNS		G	7027Q	
00038	23100	USCINCPAC	CHIEF 320/01		G	0027R	
00066	27100	USCINCLANT	DIR NUC OPS		G	7027N	4053G
00011	07110	OPNAV	OP-21B DEPUTY		G	4053F	7027S
00011	07120	OPNAV	OP-211 TRIDENT		G	4068F	7027S
00038	23400	USCINCPAC	SSBN OPS OFF 3		H	0027G	
57020	60040	COMSUBPAC	STF OPS & PLNS		H	7027P	
00066	27600	USCINCLANT	SSBN CURRENT		H	7027S	
00066	27200	USCINCLANT	DEP DIR NUC		H	7027Q	4053G
00030	02200	DIR STRSYSPROG	DPJ SUP/HD PLA		H	6069F	7027T
00066	27900	USCINCLANT	FBM OPS ANAL		H	4069S	0027S
64166	00480	SHAPE	STAFF OFF 0		I	7027P	
57020	63100	COMSUBPAC	STF OPS & PLNS		I	7027S	4068G
57020	64000	COMSUBPAC	STF OPS & PLNS		I	7027P	4068G
57020	63000	COMSUBPAC	STF OPS & PLNS		I	7027P	4069G
00011	66760	OPNAV	OP-651C HD STR		I	7027P	
00011	66850	OPNAV	OP-653E NUCLEA		I	0067P	0027S
64122	00600	ARMCON&DISARMAGY	STRAT PROGRAM		I	0068G	0027T
64591	11080	JNTSTRATARPLNSTF	MSL OPS STF OF		I	4068G	0027T
39305	00100	CSUBGR 9 RN DLGN	STAFF WEAPONS/		J	7027P	4068G
64591	11100	JNTSTRATARPLNSTF	MSL OPS STAFF		J	7027Q	
57020	64200	COMSUBPAC	STF OPS & PLNS		J	0027T	0068G
64591	11300	JNTSTRATARPLNSTF	STRAT PLNS OFF		J	7027P	
64591	10230	JNTSTRATARPLNSTF	STRAT PLNS OFF		J	0068G	0027T
				1120			
00038	44400	USCINCPAC	NUC SPEC PLNS	1300	H	6027S	0067S
63845	04610	USCINCEUR	STF OPS PLNS		H	7027S	
00061	50180	CINCUSNAVEUR	NUCLEAR PLNS/P		H	7027Q	
00070	26220	CINCPACFLT	NUCLEAR WAR PL		H	7027S	
				1300			
64166	00470	SHAPE	STAFF OFF 0	1310	H	8027P	
00030	02600	DIR STRSYSPROG	DPJ SUP/HD SPE		H	6042Q	7027T
				1310			
63007	01450	NUCHEAPTRGR LANT	INSTR CONV WAR	1320	J	0027T	
				1320			

APPENDIX C

**REGULATIONS AND DOCUMENTS ASSOCIATED**

**WITH CURRENT PROGRAMS**

DEPARTMENT OF THE NAVY  
Office of the Chief of Naval Operations  
Washington, D.C. 20350

OPNAVINST 1520.23A  
OP-114  
14 March 1986

**OPNAV INSTRUCTION 1520.23A**

**From:** Chief of Naval Operations  
**To:** All Ships and Stations (less Marine Corps field addressees not having Navy personnel attached)

**Subj:** GRADUATE EDUCATION

**Ref:** (a) DoD Directive 1322.10 of 30 Jul 1974 (NOTAL)

- A) (b) CNO memo Ser 00/4U300039 of 31 Jan 1984 (NOTAL)
- R) (c) OPNAVINST 1000.16E
- A) (d) NAVPERS 15839E (NOTAL)
- A) (e) Naval Postgraduate School Catalog
- A) (f) OPNAVINST 1500.45C
- A) (g) OPNAVINST 1780.1
- A) (h) OPNAVINST 1780.2
- A) (i) OPNAVINST 1520.18D (NOTAL)
- R) (j) MILPERSMAN 1820140
- A) (k) OPNAVINST 5450.210 (NOTAL)
- R) Encl: (1) Guidelines for Doctoral Study
- A) (2) Standard Procedures for Administering the Graduate Education Program
- R) (3) Criteria for Selecting Civilian Institutions
- A) (4) Navy Fully-Funded Graduate Education at Civilian Institutions

1. **Purpose.** To provide information, policy and procedural guidance for the Navy's graduate education program.

2. **Cancellation.** OPNAVINST 1520.23

- R) 3. **Background.** The need for and effective utilization of officers educated beyond the baccalaureate level is reflected clearly in the basic policy set forth in references (a) and (b). While this education mainly supports requirements for officers with specific specialty skills, it also benefits both the Navy and the individual by: (a) Encouraging higher levels of professional knowledge and technical competence; (b) Providing incentives for recruitment and retention of personnel with ability, dedication and capacity for growth; and (c) Recognizing educational aspirations of individuals. Officer personnel who attend graduate school under any program of 26 weeks or more are considered funded. Funded graduate programs are limited to providing sufficient officers with subspecialties for which validated billet requirements exist. All naval personnel, however, are encouraged to pursue educational development through voluntary education programs or the Navy Campus using Tuition Assistance (TA) or federal educational benefit programs like the GI Bill. Under the fully-funded program, officers attend school full time,

receive all pay and benefits and have tuition paid by the Navy. Fully-funded graduate education is provided at the Naval Postgraduate School (NAVPGSCOL), Monterey, CA and selected DoD and civilian institutions (CIVINS). Officers enrolled in full-time funded programs attend school full-time and receive full pay and benefits, but tuition is paid by the individual or by a non-Navy funded scholarship.

**4. Policy**

a. The Navy's graduate education program supports fleet and shore establishment requirements for specialized education beyond the baccalaureate level. This education is directed toward filling current and future Navy needs in operational, technical and managerial areas in concert with the Officer Subspecialty System outlined in reference (c), Chapters 4 and 6, and Volume I, Part E, of reference (d).

b. Officers are educated to the graduate level specified by sponsors for optimum performance of duty in the particular subspecialty area. The subspecialty codes associated with distinct fields, the concept of subspecialization and the criteria for identifying subspecialty officers and billets are delineated in reference (c) and Volume I, Part E of reference (d). (R)

c. **Eligibility.** Officer eligibility for the Graduate Education Selection Board is specified in an annual OPNAV Notice 1520. Generally, an officer's record is placed before the board at any time between the 3rd and 10th years of commissioned service. Officers may request their records to be placed before the board any time between the third year of commissioned service and selection for promotion to the grade of commander.

**d. Selection Procedures**

(1) The Graduate Education Selection Board will be convened annually by Commander, Naval Military Personnel Command (COMNAVMIIPERSCOM). Selection for Navy funded graduate education will be based on academic capability, outstanding professional performance, promotion potential and a strong educational background. (R)

(2) Officers normally will complete at least one tour of duty prior to entering graduate school. (R)

(3) Documented academic performance in voluntary education programs offered by NAVPGSCOL self-study courses or CIVINS will enhance selection opportunity.

(4) Commissioned officers not yet selected for graduate education are encouraged to take the Graduate (A)

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Record Examination (GRE) General Test at their own expense and report scores to COMNAVMILPERSCOM and NAVPGSCOL by entering both Code R5806-5 and Code R4831-4 in block 13 of the registration form. The GRE is available through the Defense Activity for Non-Traditional Education Support (DANTES) or the Navy Campus. In cases where scores are provided, the Graduate Education Selection Board will use them in addition to the Academic Profile Code (APC) to assess the officer's academic capability. The additional information may enhance selection opportunity, particularly in the case of individuals whose undergraduate performance is not indicative of academic potential.

- R) (5) Officers selected by the board will be notified by COMNAVMILPERSCOM. Notification will include curriculum options from reference (c) for which the officer is eligible by virtue of designator, APC and GRE Score (if provided to COMNAVMILPERSCOM).

**e. Obligated Service.** Officers attending a graduate education program for 26 weeks or more while on active duty will agree in writing that, upon completion or termination of the education program, they will be obligated to serve on active duty:

(1) A period three times the length of education through the first year;

(2) One month for each month thereafter;

- R) (3) This obligation to be served consecutively with other obligated service incurred before entering the graduate program.

**f. Utilization**

(1) Officers who have received Navy funded graduate education will serve one tour in a validated subspecialty position as soon as possible but not later than the second tour following graduation. Exceptions must be approved by COMNAVMILPERSCOM. This policy will not be waived for personal preference.

(2) These officers will serve at least two tours in related subspecialty billets.

(3) Officers receiving graduate degrees and graduate level subspecialty codes through other than funded programs will be utilized whenever possible to fill validated requirements. Assignment is based on the same criteria used for officers completing funded education.

- A) (4) Successfully completing a subspecialty tour will be viewed as an important indicator of potential for higher rank.

g. Annual officer quotas for each graduate curriculum will be based on validated subspecialty billets requiring graduate education. (R)

h. Participation in this program normally is limited to one graduate curriculum. Officers who have earned a master's degree on their own, which does not lead to a Navy subspecialty code, will be considered automatically by the Graduate Education Selection Board with their year groups. If selected, they will be eligible for assignment to funded graduate education based on actual billet requirements. Officers who have earned a master's degree on their own which does lead to a Navy subspecialty may request consideration to pursue another subspecialty under the funded program. They should send a letter to the Graduate Education Selection Board via COMNAVMILPERSCOM (NAMPC-440) requesting consideration. If selected, they will be eligible for assignment to funded graduate education based on actual billet requirements. (R)

i. The Graduate Education Review Group (GERG) will meet annually in September or October to review graduate education issues and identify matters of potential interest to the Graduate Education Review Board (GERB). The group will be chaired by the Vice Chief of Naval Operations (VCNO) and include the principal warfare sponsors, principal subspecialty primary consultants and the Superintendent (SUPT), NAVPGSCOL. (A)

j. The GERB will meet annually to provide policy guidance and direction for the Navy graduate education program. This board is chaired by the Chief of Naval Operations (CNO) and includes the VCNO, the Deputy Chief of Naval Operations (Manpower, Personnel and Training) (OP-01), the SUPT, NAVPGSCOL, and a representative from the Naval Systems Commands (on a rotating basis). (A)

**5. Scope of Graduate Education Program**

**a. Master's Level Program.** The curricula listed in reference (c) and the annual OPNAV Notice 1520 are designed to meet the Navy's requirements for master's level subspecialists. Curricula are offered by the NAVPGSCOL, Air Force Institute of Technology (AFIT), Defense Intelligence College (DIC) and various CIVINS. Reference (c) provides detailed information on graduate curricula at NAVPGSCOL and general information on curricular programs at various CIVINS. Copies are distributed to all ships and stations. Additional copies should be requested from Director of Admissions (Code 0145), Naval Postgraduate School, Monterey, CA 93943. A limited number of officers may also pursue master's level degrees through the Scholarship Program or Advanced Education Program.

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R) **b. Doctoral Study Program.** A few exceptionally competent officers may be selected for doctoral level education in support of the limited number of billets required by the Navy. This program is described in enclosure (I).

R) **c. Off-duty Voluntary Education.** Officers wishing to pursue graduate education on a voluntary basis have several options. They may apply for Tuition Assistance (TA) under the Navy Campus or use any educational benefit program for which they qualify (i.e., the Vietnam Era GI Bill, Veterans Educational Assistance Program (VEAP) or the New GI Bill). References (f), (g) and (h) apply.

R) **6. Assignment.** Assignment to graduate education duty-under-instruction (DUINS) is contingent on an officer's continued superior performance, availability for assignment, individual career development considerations and the needs of the Navy. An officer is assigned to a specific curriculum based upon individual desires and the Navy's educational requirements in various subspecialty fields. Although every effort is made to assign selectees to graduate education during the fiscal year for which they have been selected, individual assignments remain subject to the availability of qualified reliefs and the overall requirements for experienced officers in operational billets. Study lengths may be shortened significantly for officers capable of validating fundamental course work. All officers ordered into a graduate education program will carry a full academic load on a year-round basis.

**7. Declination of Graduate Education.** Officers selected by the Graduate Education Selection Board who do not desire graduate education may decline their selection in writing to COMNAVMILPERSCOM (NMPC-440B).

## 8. Action

R) **a. Deputy Chief of Naval Operations (Manpower, Personnel and Training) (OP-01).** Has overall responsibility for ensuring the Navy's requirements for graduate education are met, including:

(1) Forms Navy policy on professional development of officers, including both graduate education and professional military education.

(2) Establishes and maintains procedures and actions to identify, validate and allocate the Navy's officer subspecialty billets requiring graduate education. Reviews billets biennially.

(3) Establishes and maintains graduate education curricula, including course content and length, in support of validated requirements.

(4) Maintains statistical techniques and procedures for forecasting graduate education requirements.

(5) Establishes annual quota plans for graduate education.

(6) Promulgates required notices and instructions to implement the graduate education program.

(7) Serves as resource sponsor for the Navy's graduate education program.

(8) Conducts program administration, resource management and associated required reports for the Advanced Education, Scholarship, and Law Education programs.

**b. Assistant Vice Chief of Naval Operations (OP-09B).** Provides resources required to support graduate education, develops budgetary requirements to provide these resources and serves as claimant for student and staff billets.

## c. Commander, Naval Military Personnel Command

(1) Convenes and conducts the Graduate Education Selection Board annually to select officers for graduate education as needed to support the Officer Subspecialty System.

(2) Assigns selected officers to approved graduate curricula as directed by the annual Officer Graduate and Undergraduate Education Plan.

(3) Establishes and directs officer assignment practices to achieve utilization of graduate educated officers required by higher authority.

(4) Continually evaluates the success of management and utilization of graduate educated officers.

(5) Plans the annual distribution to curricula taught at civilian institutions to remain within fiscal limits established by the Manager, Civilian Institution Programs, (Code 031), NAVPGISCOL.

## d. Superintendent, Naval Postgraduate School

(R)

(1) Implements the Navy's graduate level education programs, acts as academic coordinator for all Navy graduate education programs, and maintains approved curricula.

(2) Recommends to CNO curricula content and educational institutions required to meet the educational

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**14 March 1986**

skill requirements (ESR) of the primary subspecialty consultants.

(3) Develops approved curricula and conducts courses of instruction at the NAVPGSCOL to meet subspecialty requirements. Coordinates and conducts curriculum reviews at least biennially to ensure needs of sponsors are being met.

(4) Prepares the agenda and presentation for the annual GERB and GERG in conjunction with OP-01.

(5) Provides continuing education and self-study credit courses at the graduate level as well as individual counseling of officers desiring assistance.

(6) Maintains student and academic records on all students pursuing graduate education at NAVPGSCOL and CIVINS. Maintains academic records of all naval officers.

(7) Using criteria of enclosure (3), recommends to the CNO selected CIVINS for meeting graduate education requirements.

(8) Negotiates with participating CIVINS, as necessary, on matters relating to admission and enrollment of officer students and contracts for tuition and related fees. The appropriate Commanding Officer, Naval Reserve Officers Training Corps (NROTC) unit, or the Senior Navy Representative (SNR) is kept informed of such negotiations.

(9) Supervises all officers enrolled in fully-funded graduate education at CIVINS and DoD institutions through the designated reporting and administrative senior officers. This includes monitoring academic performance, individual education plan approval, major field of study changes, and student load projections. Publishes appropriate directives to these supervisory officers to ensure efficient military supervision and administrative support of these students.

(10) Coordinates with subspecialty primary consultants on matters relating to field trips or experience tours, curricula development, and graduate thesis topics. As requested, the Superintendent will assist subspecialty primary consultants with this process for CIVINS programs.

(11) Conducts resource management for the Law Education Program.

(12) Administers the Junior Line Officer Advanced Educational Program (BURKE) in accordance with reference (i).

**e. Commanding Officers.** As a portion of overall professional military development, advise junior officers regarding the value of graduate education to the naval officer and encourage them to pursue graduate studies.

**f. Individual Officers.** All officers who desire funded graduate education should: **(R)**

(1) Consult the annual *OPNAVNOTE 1520* for the latest information on Navy Graduate Education.

(2) Complete recommended preparatory courses prior to selection for resident programs. Preparatory refresher and credit courses are available on a self-study basis through the NAVPGSCOL Office of Continuing Education (Code 500) (AUTOVON 878-2558/2559/2984).

(3) Ensure the latest Officer Preference and Personal Information Card (NAVPERS 1301/1(Rev 10-83)) is submitted in accordance with reference (j) and accurately reflects graduate preferences.

(4) Send copies of academic transcripts for coursework completed after commissioning to SUPT, NAVPGSCOL (Code 0145) for use in updating academic records maintained at NAVPGSCOL.

(5) Take GRE General Test at own expense to provide additional evidence of academic capability, if desired, and report scores to COMNAVMILPERSCOM and NAVPGSCOL by entering both Code R5806-5 and Code R4831-4 in block 13 of the GRE General Test Registration Form.

(6) Officers who do not have a noteworthy undergraduate record or who last attended a formal college at least 5 years ago should take courses through Navy Campus or take NAVPGSCOL self-study courses to strengthen their academic background and prove their capability to pursue graduate study successfully. Officers should use the counseling service at NAVPGSCOL for



OPNAVINST 1520.23A  
14 March 1986

assistance and guidance or consult their local Navy Campus education specialist.

- A) **9. Standard Procedures.** Standard procedures for administering the Navy's graduate education program are outlined in enclosure (2). Enclosures (3) and (4) contain information on Navy funded graduate education at CIVINS.

**10. Form. NAVPERS 1301/1 (Rev. 10-83), Officer Performance and Personal Information Card, SN 0106-LF-013-0108** is available through normal Navy supply channels following NAVSUP P-2002 guidelines.

(A)

DUDLEY L. CARLSON  
Deputy Chief of Naval Operations  
(Manpower, Personnel and Training)

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DEPARTMENT OF THE NAVY  
Office of the Chief of Naval Operations  
Washington, DC 20350-2000

OPNAVINST 1520.34A  
OP-114D  
22 November 1988

OPNAV INSTRUCTION 1520.34A

From: Chief of Naval Operations  
To: All Ships and Stations (less Marine Corps field addressees not having Navy personnel attached)

Subj: ADMIRAL ARTHUR S. MOREAU  
PROGRAM FOR POST-MASTERS  
STUDY IN INTERNATIONAL  
RELATIONS AND STRATEGY

Ref: (a) OPNAVINST 1520.23A

Encl: (1) Brief Sheet (detach and use as appropriate, then destroy)

1. Purpose. To announce the policy and procedural guidance governing selection and assignment of naval officers to the Admiral Arthur S. Moreau Program for Post-Masters Study in International Relations and Strategy

2. Cancellation. OPNAVINST 1520.34

3. Background. The Admiral Arthur S. Moreau Program for Post-Masters Study in International Relations and Strategy is established to support the Navy's requirement for senior level officers knowledgeable in the formation and conduct of foreign policy, strategic planning, and in the intricacies of the decision-making process at the highest level of government. Admiral Moreau actively promoted the professional development of naval officers, believing that upon becoming operational experts, they should expand their strategic thinking and understand decision-making throughout government. This memorial program will broaden the experience levels of participants and enhance the Navy's ability to efficiently fulfill its role in the national policy development process. Selected officers with demonstrated superior performance and potential for future contributions to the Navy in the Pol-Mil arena will pursue post-master's education leading to designation by an "N" suffix to XX25, XX26, or XX27 subspecialty codes. Graduates will be used in key subspecialty coded billets of high value to the Navy or in important joint or major staff duty billets.

4. Policy

a. Three naval officers will participate in this program annually. They must carry a full academic load, including summer sessions, as defined by the institutions where they are enrolled. Consideration will be given to applications requesting study at the following accredited institutions: Tufts University (The Fletcher School), Harvard University, Georgetown University, Johns Hopkins University, Stanford University, and the University of Southern California. Acceptance of teaching or research assistantships is not permitted under this program. Participation will be limited to not more than 12 months.

b. Participants in this program will receive their regular pay and allowances and will be entitled to permanent change of station costs if necessary. The Superintendent, Naval Postgraduate School (NAVPGSCOL) will fund this program under civilian Institutions (CIVINS) program. Student expenses will be reimbursed per the current NAVPGSCOL CIVINS instruction.

c. This program will be considered as fully funded graduate education per reference (a). As such, the obligated service incurred will be 3 years for the first year of education. This obligation will be calculated on a month-for-month basis and will be served consecutively with any other previously incurred obligation.

5. Eligibility. Active duty naval officers from the Unrestricted Line in the permanent grade of lieutenant commander and commander who meet eligibility criteria may apply for this program. Officers must possess a master's degree in a Pol-Mil subspecialty (XX25 through XX27) to be eligible. This program is designed to support study in the area of Pol-Mil affairs by officers who have demonstrated top level performance, exceptional leadership abilities, proven academic achievement, and clear potential for professional growth.

6. Application Procedures

a. An officer desiring to compete for the 3 post-master's quotas to be awarded for study

0579-LD-054-0155

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22 November 1988

beginning each fall should submit a letter of application via their commanding officer to:

Commander, Naval Military Personnel  
Command (NMPC-440)  
Navy Department  
Washington, DC 20370-2000

A copy of the letter of application also will be sent to:

Office of the Chief of Naval Operations  
(OP-06)  
Navy Department  
The Pentagon, Rm 4E516  
Washington, DC 20350-2000

Officers should also indicate their desire for selection in the remarks section of the officer preference and personal information card (NAV-PERS 1301/1 (Rev 10-83)).

b. Letters of application must be received no later than 1 December each year for program entry in the same fiscal year. Letters of application will include the following information:

(1) A description of undergraduate and graduate degrees obtained and primary area of interest.

(2) Certification that the officer meets the test/entrance requirement of the schools to which they plan to apply.

(3) Universities to which applications have been or will be made and the current status of those applications.

(4) Projected rotation date.

(5) An outline of the proposed education program, degree objective, major field of study, and area of research/thesis development, if known.

(6) Subspecialty code(s) held and significant utilization tours accomplished.

(7) Copies of any published articles or papers.

(8) Agreement not to resign or request discharge from the service during the period of study and to serve on active duty for the required period of obligated service.

7. Selection. By this instruction, the Chief of Naval Operations announces the competition for the Admiral Arthur S. Moreau Program for Post-Masters Study in International Relations and Strategy. Upon receipt of all applications, the Commander, Naval Military Personnel Command (COMNAVMILPERSCOM) will convene an administrative screening board to select 3 primary candidates and 3 alternates. The Office of the Deputy Chief of Naval Operations (Plans, Policy, and Operations) (OP-06) will be represented on the selection board. Candidates will be chosen by 1 April each year. The selection board will base its choices on the following:

a. Availability of the applicant.

b. Demonstrated professional performance with particular emphasis on the officer's warfare specialty.

c. Academic record including graduate and undergraduate performance.

d. Performance in the officer's subspecialty.

e. Needs of the Service.

f. The career needs of the officer.

g. Potential for professional growth.

8. Assignment. Once selected, an officer's assignment to a tour of duty-under-instruction will be predicated on continued outstanding professional performance and availability for assignment. The selectees will be responsible for notifying COMNAVMILPERSCOM and the Deputy Chief of Naval Operations for Plans, Policy, and Operations (OP-06) of final acceptance at a

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22 November 1988

university (if not already completed) so that orders may be issued to begin the officer's studies.

J. M. BOORDA  
Deputy Chief of Naval Operations  
(Manpower, Personnel and Training)

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## APPENDIX D

### SAMPLE SURVEY (NPS)

#### SURVEY OF NPGS NATIONAL SECURITY AFFAIRS DEPARTMENT GRADUATES STRATEGIC PLANNING

Please take a few minutes to answer the following questions on the subjects you studied at the Naval Postgraduate School and on your subsequent experiences as a graduate of our program.

NOTE: This survey has been reviewed and approved by the National Security Affairs Department at the Naval Postgraduate School, Monterey, California

\_\_\_\_\_  
Name and Autovon Phone Number (Optional)

1. What is your rank? \_\_\_\_\_
2. What is your designator (USN only)? \_\_\_\_\_
3. What is/are your subspecialty code(s)? \_\_\_\_\_
4. What was your undergraduate major(s)? \_\_\_\_\_
5. List any War College resident, non-resident or correspondence programs you have been involved in.  
\_\_\_\_\_
6. In which subspecialty area did you receive your Master of Arts degree?
  - a. International Organizations and Negotiations 684 ☐
  - b. General Strategic Planning 686 ☐
  - c. Nuclear Strategic Planning 687 ☐
7. What other advanced academic degrees do you have (if any)? Please list the area of study, the institution, and the year of graduation.

	AREA OF STUDY	INSTITUTION	YEAR OF GRADUATION
Master's level education:	_____	_____	_____
Post-master's level education:	_____	_____	_____
PhD level education:	_____	_____	_____

FOR EACH OF THE FOLLOWING STATEMENTS PLEASE CIRCLE WHETHER YOU STRONGLY AGREE (SA), AGREE (A), HAVE NO OPINION (NO), DISAGREE (D), STRONGLY DISAGREE (SD), OR THE STATEMENT IS NOT APPLICABLE SINCE YOU DID NOT TAKE THE COURSE (NA).

8. I feel getting an advanced academic degree has enhanced my ability to perform the jobs I have held since graduation.

SA                      A                      NO                      D                      SD                      NA

IF YOU ANSWERED THAT YOU DISAGREE (D) OR STRONGLY DISAGREE (SD) TO QUESTION #8 ABOVE, IS THE REASON THE EDUCATION YOU RECEIVED OR WITH THE REQUIREMENTS OF THE JOBS YOU HAVE BEEN ASSIGNED TO?

- (a) Education [ ]  
 (b) Requirements of jobs held since graduation [ ]  
 (c) Other, please specify: \_\_\_\_\_

9. I think attending the Naval Postgraduate School for my advanced degree has particularly improved my ability to perform the jobs I have held since graduation.

SA                      A                      NO                      D                      SD                      NA

10. I believe taking courses that dealt with Military History helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

11. I believe taking courses that dealt with International Relations and/or Comparative Foreign Policy issues helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

12. I believe taking courses that dealt with International Law helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

13. I believe taking courses that dealt with Management helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

14. I believe taking courses that dealt with Maritime Strategy issues helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

15. I believe taking courses that dealt with Defense Organization helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

16. I believe taking courses that dealt with Nuclear Issues helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
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17. I believe taking courses that dealt with Soviet National Security Strategy helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
----	---	----	---	----	----

18. I believe taking courses that dealt with International Economics, Defense Resources Allocation, and/or other economic issues helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
----	---	----	---	----	----

19. I believe taking courses that dealt with Threat Analysis helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
----	---	----	---	----	----

20. I believe taking courses that dealt with Technology and its impact on Strategic Planning helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
----	---	----	---	----	----

21. I believe taking courses that dealt with U.S. National Interests and/or U.S. Security/Defense Policy issues helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
----	---	----	---	----	----

22. I believe taking courses that dealt with Arms Control issues helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
----	---	----	---	----	----

23. I believe taking courses that dealt with Forecasting, Research Methods, and/or Comparative Analysis helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
----	---	----	---	----	----

24. I believe taking courses that dealt with Naval Warfare issues helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
----	---	----	---	----	----

25. I believe taking courses that dealt with Strategic Planning helped me perform my subsequent mission(s).

SA	A	NO	D	SD	NA
----	---	----	---	----	----

26. Since graduation from the Naval Postgraduate School have you been assigned to a "payback tour" either in your specific area, or generally related area?

YES ☐

NO ☐

N/A ☐

27. If you answered "yes" to question #26 above, please furnish your job title and/or assignment information in general terms.

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---

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27b. Was the billet consistent with the subspecialty code?

28. Could you have been better prepared for your job in the strategic planning area? If so, what would you have done differently or wish you had been exposed to? (continue on another sheet of paper if necessary)

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29. What suggestions do you have for improving the curriculum offered by the National Security Affairs Department at the Naval Postgraduate School. If you had the opportunity to do it all over again, what type of information or area of study do you wish you could have been better exposed to? (continue on another sheet of paper if necessary)

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---

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THANK YOU FOR TAKING THE TIME TO FILL OUT THIS SURVEY. YOUR ANSWERS ARE NOT ONLY VITAL TO MY THESIS, THEY WILL HELP THE NAVAL POSTGRADUATE SCHOOL BETTER SERVE THE INTERESTS OF ITS STUDENTS IN THE FUTURE. PLEASE RETURN THIS FORM IN THE ENVELOPE PROVIDED AND THANK YOU AGAIN FOR YOUR HELP.



## APPENDIX E

### SAMPLE SURVEY (CIVINS)

#### SURVEY OF GRADUATES IN THE AREA OF NATIONAL SECURITY AFFAIRS AND STRATEGIC PLANNING

Please take a few minutes to answer the following questions on the subjects you studied at a graduate level institution and on your subsequent experiences as a graduate.

NOTE: This survey has been reviewed and approved by the National Security Affairs Department at the Naval Postgraduate School, Monterey, California

\_\_\_\_\_  
Name and Autovon Phone Number (Optional)

1. What is your rank? \_\_\_\_\_
2. What is your designator (USN only)? \_\_\_\_\_
3. What is/are your subspecialty code(s)? \_\_\_\_\_
4. What was your undergraduate major(s)? \_\_\_\_\_
5. List any War College resident, non-resident or correspondence programs you have been involved in.  
\_\_\_\_\_
6. In which of the following subspecialty area did you receive your Master's degree?
  - a. International Organizations and Negotiations XX25 ☐
  - b. General Strategic Planning XX26 ☐
  - c. Nuclear Strategic Planning XX27 ☐
7. What other advanced academic degrees do you have (if any)? Please list the area of study, the institution, and the year of graduation.

	AREA OF STUDY	INSTITUTION	YEAR OF GRADUATION
Master's level education:	_____	_____	_____
Post-master's level education:	_____	_____	_____
PhD level education:	_____	_____	_____

FOR EACH OF THE FOLLOWING STATEMENTS PLEASE CIRCLE WHETHER YOU STRONGLY AGREE (SA), AGREE (A), HAVE NO OPINION (NO), DISAGREE (D), STRONGLY DISAGREE (SD), OR THE STATEMENT IS NOT APPLICABLE SINCE YOU DID NOT TAKE THE COURSE (NA).

8. I feel getting an advanced academic degree has enhanced my ability to perform the jobs I have held since graduation.

SA                      A                      NO                      D                      SD                      NA

IF YOU ANSWERED THAT YOU DISAGREE (D) OR STRONGLY DISAGREE (SD) TO QUESTION #8 ABOVE, IS THE REASON THE EDUCATION YOU RECEIVED OR WITH THE REQUIREMENTS OF THE JOBS YOU HAVE BEEN ASSIGNED TO?

- (a) Education []  
 (b) Requirements of jobs held since graduation []  
 (c) Other, please specify: \_\_\_\_\_

9. I think attending the above listed institution(s) for my advanced degree(s) has particularly improved my ability to perform the jobs I have held since graduation.

SA                      A                      NO                      D                      SD                      NA

10. I believe taking courses that dealt with Military History helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

11. I believe taking courses that dealt with International Relations and/or Comparative Foreign Policy issues helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

12. I believe taking courses that dealt with International Law helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

13. I believe taking courses that dealt with Management helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

14. I believe taking courses that dealt with Maritime Strategy issues helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

15. I believe taking courses that dealt with Defense Organization helped me perform my subsequent mission(s).

SA                      A                      NO                      D                      SD                      NA

16. I believe taking courses that dealt with Nuclear Issues helped me perform my subsequent mission(s).

SA A NO D SD NA

17. I believe taking courses that dealt with Soviet National Security Strategy helped me perform my subsequent mission(s).

SA A NO D SD NA

18. I believe taking courses that dealt with International Economics, Defense Resources Allocation, and/or other economic issues helped me perform my subsequent mission(s).

SA A NO D SD NA

19. I believe taking courses that dealt with Threat Analysis helped me perform my subsequent mission(s).

SA A NO D SD NA

20. I believe taking courses that dealt with Technology and its impact on Strategic Planning helped me perform my subsequent mission(s).

SA A NO D SD NA

21. I believe taking courses that dealt with U.S. National Interests and/or U.S. Security/Defense Policy issues helped me perform my subsequent mission(s).

SA A NO D SD NA

22. I believe taking courses that dealt with Arms Control issues helped me perform my subsequent mission(s).

SA A NO D SD NA

23. I believe taking courses that dealt with Forecasting, Research Methods, and/or Comparative Analysis helped me perform my subsequent mission(s).

SA A NO D SD NA

24. I believe taking courses that dealt with Naval Warfare issues helped me perform my subsequent mission(s).

SA A NO D SD NA

25. I believe taking courses that dealt with Strategic Planning helped me perform my subsequent mission(s).

SA A NO D SD NA

26. Since graduation from your particular institution have you been assigned to a "payback tour" either in your specific area, or generally related area?

YES ☐

NO ☐

N/A ☐

27. If you answered "yes" to question #26 above, please furnish your job title and/or assignment information in general terms.

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27b. Was the billet consistent with the subspecialty code?

---

28. Could you have been better prepared for your job in the strategic planning area? If so, what would you have done differently or wish you had been exposed to? (continue on another sheet of paper if necessary)

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---

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THANK YOU FOR TAKING THE TIME TO FILL OUT THIS SURVEY. YOUR ANSWERS ARE NOT ONLY VITAL TO MY THESIS, THEY WILL HELP THE NAVY BETTER SERVE THE INTERESTS OF ITS STUDENTS IN THE FUTURE. PLEASE RETURN THIS FORM IN THE ENVELOPE PROVIDED AND THANK YOU AGAIN FOR YOUR HELP.

PLEASE RATE THE FOLLOWING COURSES/AREAS OF STUDY AVAILABLE AT THE NAVAL POSTGRADUATE SCHOOL BY HOW IMPORTANT YOU FEEL THEY ARE TO GRADUATES RETURNING TO REAL WORLD MISSIONS. ON THE LIST ON THE LEFT PLEASE INDICATE WHICH FIVE COURSES ARE THE MOST IMPORTANT BY WRITING A NUMBER 1 BY THE MOST IMPORTANT, A NUMBER 2 BY THE SECOND MOST IMPORTANT, ETC. THROUGH 5. ON THE LIST ON THE RIGHT, PLEASE INDICATE THE COURSES YOU FEEL ARE LEAST IMPORTANT BY PUTTING A NUMBER 1 BY THE LEAST IMPORTANT COURSE, A NUMBER 2 BY THE SECOND LEAST IMPORTANT, ETC. THROUGH 5. DON'T WORRY IF YOU DIDN'T TAKE COURSES IN SOME OF THESE AREAS. THIS LIST SHOULD BE BASED ON YOUR CURRENT KNOWLEDGE RATHER THAN YOUR TRANSCRIPT.

MOST IMPORTANT COURSE	LEAST IMPORTANT COURSE
___ Military History	___ Military History
___ International Relations	___ International Relations
___ and/or Comparative Foreign	___ and/or Comparative Foreign
___ Policy issues	___ Policy issues
___ International Law	___ International Law
___ Management	___ Management
___ Maritime Strategy issues	___ Maritime Strategy issues
___ Defense Organization	___ Defense Organization
___ Nuclear Weapons	___ Nuclear Weapons
___ Soviet National Security	___ Soviet National Security
___ Strategy	___ Strategy
___ International Economics,	___ International Economics,
___ Defense Resources Allocation,	___ Defense Resources Allocation,
___ and/or other economic issues	___ and/or other economic issues
___ Threat Analysis	___ Threat Analysis
___ Technology and its impact	___ Technology and its impact
___ on Strategic Planning	___ on Strategic Planning
___ U.S. National Interests	___ U.S. National Interests
___ and/or U.S. Security/Defense	___ and/or U.S. Security/Defense
___ Policy issues	___ Policy issues
___ Arms Control issues	___ Arms Control issues
___ Forecasting, Research Methods,	___ Forecasting, Research Methods,
___ and/or Comparative Analysis	___ and/or Comparative Analysis
___ Strategic Planning	___ Strategic Planning
___ Naval Warfare issues	___ Naval Warfare issues
___ Other (please specify)_____	___ Other (please specify)_____
_____	_____
_____	_____
_____	_____

## APPENDIX F

### SAMPLE SURVEY (EXPERIENCE-CODED)

#### SURVEY OF NAVAL STRATEGIC PLANNERS

Please take a few minutes to answer the following questions on your experiences in the area of strategic planning.

NOTE: This survey has been reviewed and approved by the National Security Affairs Department at the Naval Postgraduate School, Monterey, California

\_\_\_\_\_  
Name and Autovon Phone Number (Optional)

1. What job(s) or billets(s) have you been assigned to that involves strategic planning?  
\_\_\_\_\_  
\_\_\_\_\_

2. What is your rank? \_\_\_\_\_

3. What is your designator? \_\_\_\_\_

4. What is/are your subspecialty code(s)?

- |   |      |     |
|---|------|-----|
| a. General Political Science                    | XX20 | [ ] |
| b. International Organizations and Negotiations | XX25 | [ ] |
| c. General Strategic Planning                   | XX26 | [ ] |
| d. Nuclear Strategic Planning                   | XX27 | [ ] |
| e. Other (please specify) _____                 |      |     |

5. Was/were the billet(s) consistent with the subspecialty code?  
\_\_\_\_\_

6. What was your undergraduate major(s)?  
\_\_\_\_\_  
\_\_\_\_\_

7. List any War College resident, non-resident or correspondence programs you have been involved in.  
\_\_\_\_\_  
\_\_\_\_\_

8. What advanced academic degrees do you have? (please list the institution and the year of graduation)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Do you feel that getting an advanced academic degree has enhanced your ability to perform the jobs you have held since graduation? If not, is the reason the education you received or with the requirements of the jobs you have been assigned to or some other reason?

---

---

---

---

10. Could you have been better prepared for your job in the strategic planning area? If so, what would you have done differently or wish you had been exposed to?

---

---

---

---

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS SURVEY. YOUR ANSWERS ARE NOT ONLY VITAL TO MY THESIS, THEY WILL HELP THE NAVY BETTER SERVE THE INTERESTS OF ITS OFFICERS IN THE FUTURE. PLEASE RETURN THIS FORM IN THE ENVELOPE PROVIDED AND THANK YOU AGAIN FOR YOUR HELP.

# APPENDIX G

## U.S. NAVAL POSTGRADUATE SCHOOL STRATEGIC PLANNING (#688) CURRICULUM

### MODEL MATRICES

### 8 QUARTER STRATEGIC PLANNING AND IO&N

	QT 1	QT 2	QT 3	QT 4	QT 5	QT 6	QT 7	QT 8
8 QT IO&N/ SP	NS 3000 MILITARY HISTORY: WAR IN THE MODERN WORLD	NS 3012 RESEARCH METHODS FOR STRATEGIC PLANNING AND INTELL.	NS 2050 GAMING & SIMULAD FOR NSA NS 3013 FORECAST ING METHODS FOR STRAT. PLANNING	NS 3017 THE ROLE OF CONGRESS IN U.S. NATIONAL SECURITY POLICY	NS 3960 INTERNAT- IONAL LAW AND THE LAW OF WAR	NS 3960 INTERNAT- IONAL ORGANIZAT- IONS AND NEGOTIAT- ION	NS 3452 THE NAVY IN SOVIET STRATEGY	NS 4900 SEMINAR IN INTERNAT- IONAL NEGOTIAT- IONS
	NS 3022 THE INTEL- CONTEXT FOR STRATEGIC PLANNING	NS 3030 AMERICAN NATIONAL SECURITY POLICY/ DEFENSE ORGANIZAT- ION	NS 3230 STRATEGIC PLANNING AND U.S. NATIONAL SECURITY POLICY	NS 3950 SEMINAR IN ARMS CONTROL & NATIONAL SECURITY	NS 3040 THE POLITICS OF GLOBAL ECONOMIC RELATIONS	NS 1261 SURVEY OF STRATEGIC STUDIES	NS 4XXX	NS 4230 SEMINAR IN STRATEGIC PLANNING
	NS 3252 JOINT AND MARITIME STRATEGIC PLANNING (THE SECNAV)	NS 3450 SOVIET MILITARY STRATEGY	NS 3280 NUCLEAR WEAPONS AND FOREIGN POLICY	NS 4253 TECHNOLO- GY AND STRATEGIC PLANNING	NS 4280 ADVANCED TOPICS IN NUCLEAR STRATEGY AND DETER- RENCE	ELECTIVE	THESIS	
	NS 3400 DOMESTIC CONTEXT OF SOVIET NATIONAL SECURITY POLICY	NS 3250 DEFENSE RESOURCES ALLOCAT- ION		ELECTIVE	ELECTIVE	THESIS		THESIS



## APPENDIX H

### FEDERAL EXECUTIVE FELLOWSHIP INSTITUTIONS

DEPARTMENT OF THE NAVY  
Office of the Chief of Naval Operations  
Washington, DC 20350

OPNAVINST 1301.9A  
OP-91  
20 August 1985

#### OPNAV INSTRUCTION 1301.9A

**From:** Chief of Naval Operations  
**To:** All Ships and Stations (less Marine Corps field addressees not having Navy personnel attached)

**Subj:** NAVY FEDERAL EXECUTIVE FELLOWSHIP PROGRAM

**Ref:** (a) OPNAVINST 1301.8

**Encl:** (1) Application Procedures  
(2) Sample Curriculum Vitae  
(3) OPNAV Form 5211/12, General Purpose Privacy Act Statement (5 U.S.C. 552A)

**1. Purpose.** To provide information, policy and procedural guidance for the Navy Federal Executive Fellowship (FEF) program.

**2. Background.** The Navy Federal Executive Fellowship Program was begun in 1971 for the purpose of providing the opportunity for the development of officers with an improved understanding of the formulation and conduct of foreign policy and in the intricacies of the decision-making processes at the highest levels of government. It is anticipated that these officers would subsequently be used in the most demanding and challenging billets the Navy has to offer in the areas of Strategic Planning, Political-Military Affairs and Program Planning. In support of this the Navy has accepted invitations to provide Navy Fellows on an annual basis, to the following universities and institutions which currently comprise the Federal Executive Fellowship Program:

- a. Georgetown University Center for Strategic and International Studies (CSIS) (Washington, D.C.)
- b. Harvard University Center for International Affairs (Cambridge, Massachusetts)
- c. The Brookings Institution (Washington, D.C.)
- d. The American Enterprise Institute (AEI) (Washington, D.C.)
- e. The Atlantic Council of the United States (Washington, D.C.)
- f. The Council on Foreign Relations (New York, New York)

g. The Department of State Foreign Service Institute (Washington, D.C.)

h. SRI International Strategic Studies Center (Arlington, Virginia) (A)

i. The International Institute of Strategic Studies (IISS)-rotated triannually with USA, USAF Fellows (London, England)

j. The Hoover Institution on War, Revolution and Peace (Stanford University, Palo Alto, California) (A)

Application for the FEF program is limited to officers in the grade of permanent Lieutenant Commander and above. Assignments to the Fellowship program will be for one academic year commencing each September and is considered the equivalent of attendance at an intermediate or senior service college, in accordance with reference (a), depending on the rank of the selected Navy Fellow.

#### 3. Fellowship Descriptions

a. **Georgetown University Center for Strategic and International Studies (CSIS).** CSIS is a non-profit, interdisciplinary, research organization and forum concerned with the international implications of present and prospective foreign and domestic issues. The Center's goal is to aid the nation's leaders and citizens by alerting them to emerging problems and by gathering together people with insight and knowledge to discuss solutions. The Center is well equipped to function in a true interdisciplinary and nonpartisan fashion and is able to take a long-range view and contemplate unanticipated consequences that frequently lie outside the policy-maker's line of vision. Navy Fellows at CSIS actively participate in all Center programs, research projects, seminars and conferences. In addition, the Navy Fellow is expected to contribute analytical papers on issues under study by the Center as well as provide research support and assistance to the Center's resident scholars and Fellows.

b. **The Center for International Affairs, Harvard University.** The Harvard Fellow program is directed to exceptional, experienced individuals with demonstrated capacity for independent thought and analysis. The Program is composed of senior officials from various countries engaged in international affairs, who spend the academic year in advanced study and research at Harvard. Each Fellow is free to pursue his or her own interests during the year but each is expected to write at least one

serious analytical paper on a topic of choice for discussion at a Center seminar.

c. **Brookings Institution.** The Brookings Institution is a private non-partisan, non-profit organization devoted to research, education, and publication in economics, government, foreign policy and the social sciences. Its principal purpose is to bring knowledge to bear on the present and emerging public policy problems. The Brookings FEF program is designed to afford an opportunity for independent study and research for senior men and women from the Executive Branch of Federal, state and local government, for the purpose of increasing their knowledge, proficiency and skill and to permit government executives to make research contributions to public policy issues. The Navy Fellow is generally associated with the Defense Policy group and participates in ongoing Institute studies. Additionally, each Fellow is expected to pursue a personal research project on a topic of choice and present an in-depth, analytical paper for discussion by the Institute and its Resident Fellows.

d. **The American Enterprise Institute for Public Policy Research.** A non-partisan, non-profit, publicly supported research and educational institution that provides a select group of scholars, public officials, business leaders, journalists and others a free and open forum to debate the vital issues of public policy. Fellows pursue independent research projects and participate in Institute studies, conferences and seminars on a wide range of issues.

e. **The Atlantic Council of the United States.** A non-profit, educational organization that maintains close working relations with comparable organizations in other countries of the North Atlantic Treaty Organization (NATO) and the Organization for Economic Cooperation and Development (OECD). The Fellowship program allows senior level officers from U.S. government departments and agencies, the private sector, organized labor, the media and the university community the opportunity to expand their understanding of international affairs through individual study and research and participation in the Council's various study groups. Fellows are exposed to a wide range of political, economic, security and information problems and the means of dealing with them. They work with the present and former civilian and military government officials, business leaders and academics who comprise the Council's Board of Directors and its committees and working groups.

f. **The Council on Foreign Relations.** A privately funded, non-profit and non-partisan educational and research organi-

zation that provides a unique forum which brings together leaders from the academic, public and private worlds with the purpose of breaking new ground in the consideration of international issues; helping shape American foreign policy in a constructive, non-partisan manner; and providing continuing leadership for the conduct of our foreign relations. Fellows of the Council participate in various study groups, research projects, conferences and seminars during their tenure.

g. **U.S. Department of State Foreign Service Institute.** The Executive Seminar in National and International Affairs at the Foreign Service Institute brings together a select group of senior career officers and provides them the opportunity to identify, analyze and reflect on major developments and trends in the United States and abroad which should be weighed in the decision making process at the national level. The fundamental assumption of the seminar is that the qualification of its members for senior career management and advisory roles in the government will be enhanced by the intensive program of lectures, readings, group discussion, travel and case studies that the seminar offers.

h. **SRI International Strategic Studies Center.** An independent, non-profit research and consulting organization formed in 1946 as the Stanford Research Institute. SRI's Strategic Studies Center in Arlington, Virginia provides research and consulting services to business and governmental clients world wide in such areas as strategic planning, regional security, and other international policy and military related issues impacting on the conduct and formulation of American foreign policy. Fellows pursue independent research projects and participate in Center studies, conferences and seminars on a wide range of policy issues.

i. **International Institute of Strategic Studies (IISS).** IISS is an international independent center for research, information and debate on the problems of security, conflict control, arms and arms control in the modern world. The Institute's prime focus is on the analysis of the complexities of international security and conflict and the injection of new thinking into the debate. The major part of the IISS research is carried out by a team of research associates, complemented by the directing staff. The Navy Fellow participates in the Research Associate Program as well as its seminars, conferences and visits to other relevant bodies in Europe and abroad which contribute to individual research projects.

j. **The Hoover Institute on War, Revolution and Peace.** The Hoover institution at Stanford University is a

multi-discipline research center with major programs in international, domestic and national security affairs studies. Fellows pursue independent research projects and participate in Institute studies, conferences and seminars on a wide range of issues while at the same time providing a "real (defense) world" military perspective to resident Institute scholars and academicians.

#### 4. Policy

R) a. General. The Navy's Federal Executive Fellowship program helps fill the Navy's requirement for senior level officers knowledgeable in the formulation and conduct of Foreign Policy, Strategic Planning, and in the intricacies of the decision-making processes at the highest level of government. In so doing the program broadens the experience level of the individual officer and enhances the Navy's ability to fulfill its role in the national policy development process effectively. Accordingly, the Navy assigns a high priority to selecting only the most outstanding and potentially useful officers for this program with the firm intent of using them subsequently in key billets of high value to the Navy.

b. Eligibility. Officer eligibility for consideration by the Federal Executive Fellowship Selection Board will be specified in an annual OPNAV Notice 1560. Fellowships will be awarded on a competitive basis to officers in the permanent grade of Lieutenant Commander and above who have demonstrated sustained exceptional levels of performance and clear potential for further assignments in the most critical billets the Navy has to offer in the areas of Strategic Planning, Political-Military Affairs and

R) Program Planning. Although not required for application, an appropriate subspecialty, related postgraduate education and/or staff level experience is desired. Fellowships are considered service college equivalents but previous attendance at a service college does not affect eligibility for this program.

#### c. Selection Procedures

R) (1) The Federal Executive Fellowship Selection Board will be convened annually by Commander, Naval Military Personnel Command (COMNAVMILPERSCOM). Selection Board membership will be provided by OP-090, OP-06 and OP-01.

(2) Applications will be submitted to NMPC-440 in accordance with enclosures (1) through (3). Selection will be based on career record, academic qualifications, promotion potential, needs of the service and availability of the applicant at the time of Fellowship commencement.

(3) Officers selected by the board will be notified of their selection by individual letter. (R)

d. Obligated Service. Participation in the FEF program is considered equipment to the service college assignment discussed in reference (a). Officers participating in the FEF Program may not resign from the service while in the program and will be required to serve on active duty following completion of the fellowship for a period of 2 years. This obligation is to be served consecutively with other obligated service. Orders assigning selected officers to fellowship positions will contain a contingency paragraph binding the member to this service requirement upon execution of the orders.

e. Program Review. The FEF program sponsors will determine on an annual basis which institutions desire to continue their participation in the FEF program. Upon this determination, the sponsors will then conduct a formal review of the FEF program to evaluate whether the program itself continues to support the Navy's requirement for officers with the expertise gained through assignment to a FEF position and to decide whether the Navy's needs will be served by full or partial participation in the program for the coming year. This will include liaison with appropriate subspecialty sponsors and NAVMILPERSCOM to help ensure proper subsequent utilization of program selectees. The sponsors shall forward their recommendations to the Vice Chief of Naval Operations (VCNO) for final approval. Upon receipt of VCNO approval, an OPNAVNOTE will be issued requesting applications for FEF program selection board consideration.

#### 5. Action

a. Vice Chief of Naval Operations. Approve FEF program fellowship positions on an annual basis.

b. Director, Navy Program Planning (OP-090):

(1) Serve as program sponsor in conjunction with OP-06 and OP-01.

(2) Provide FEF program policy guidance and issue required annual notices and instructions.

(3) Determine on an annual basis which institutions (R) desire to continue to participate in the FEF program for the coming year and the associated tuition and TAD travel costs of each fellowship.

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20 August 1985

(4) Conduct annual FEF program reviews in conjunction with OP-06 and OP-01 to ensure the FEF Program continues to support Navy requirements and to determine in priority order which Fellowships should be made available for selection board action. Associated tuition and TAD funding costs and availability of funds should be included as factors in determining which fellowships should be made available for selection board action. Forward recommendations to VCNO for approval.

R) (5) Act as FEF Program Selection Board sponsor, provide selection board President and other board members in conjunction with OP-06 and OP-01.

(6) Make final approval of selection board actions.

(7) Notify respective institutions of Navy Fellows when selected by FEF Program Selection Board.

(8) As Plans and Programs Subspecialty sponsor, help ensure proper post-tour utilization of selectees.

c. Deputy Chief of Naval Operations (Manpower, Personnel, and Training) (OP-01):

(1) Serve as program sponsor in conjunction with OP-090 and OP-06.

(2) Provide policy guidance for the program as a part of the overall Navy Service College program.

(3) Review FEF program on an annual basis in conjunction with OP-090 and OP-06 and initiate appropriate detailing actions.

(4) Provide selection board members in conjunction with OP-090 and OP-06.

d. Deputy Chief of Naval Operations (Plans, Policy and Operations) (OP-06):

(1) Serve as program sponsor in conjunction with OP-090 and OP-01.

(2) Review FEF program on an annual basis in conjunction with OP-090 and OP-01.

(3) Provide selection board members in conjunction with OP-090 and OP-01.

(4) As Political Military/Strategic Planning Sub-specialty sponsor, help ensure proper post-tour utilization of selectees.

e. Commander, Naval Military Personnel Command (NMPC-440):

(1) Receive FEF Program applications, conduct initial screening of applicants to ensure basic eligibility criteria are met. Forward applications for selection board action.

(2) Under guidance provided by OP-01 and OP-090 approve precepts, convene and conduct the FEF Program Selection Board annually.

(3) Following selection, make administrative notification to individual selectees of their status.

(4) Maintain records of selection board actions.

f. Chief of Naval Education and Training (CNET). Provide funding resources to support FEF program. Availability of funds will be determined during the annual FEF program review.

6. Form. OPNAV 5211/12 (11-79), S/N 0107-LF-052- (A) 1160, may be obtained through normal Navy supply channels in accordance with NAVSUP P-2002, Navy Stock List of Publications and Forms.

RONALD J. HAYS  
VICE CHIEF OF NAVAL OPERATIONS

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20 AUG 1985

Application Procedures

1. Submit application for the Federal Executive Fellowship (FEF) program by letter, via the appropriate chain of command to NMPC-440 with a copy to the cognizant detailer. Include a statement indicating the applicant's reasons for requesting consideration for the FEF program, a preference statement if desired, a comprehensive "Curriculum vitae" similar to the example provided at enclosure (2), and a current Biography. Submission of the information contained in the curriculum vitae and personal biography is strictly on a voluntary basis to be used for the purposes stated in the General Purpose Privacy Act Statement (enclosure (3)). Failure to provide this information however, could hinder the applicant's chances for selection to the fellowship program. (R)
2. FEF Program Selection Board will convene in January to select candidates for the Academic year beginning the following September. Applications for consideration by the January selection board must reach NMPC-440 not later than 1 October. (A)

Enclosure (1)

OPNAVINST 1301.9A  
20 AUG 1985

SAMPLE CURRICULUM VITAE

Commander F.J. Smith, USN  
1110/030-30-3000,  
USS Neversail (CG-01)  
FPO New York 09520

Work Phone NR:

Home Address:

Home Phone NR:

Present Position  
Executive Officer

Educational Background

Brown University Providence R.I. 1964-1968 - B.A.  
in Political Science, MAGNA Cum Laude  
Naval Postgraduate School, Monterey CA, 1976-1978 - MA  
in National Security Affairs. Graduated with Distinction

Military Education

As appropriate

Professional Background

1968	Commissioned NROTC Brown University	
1968-1970	USS DDG, Main Propulsion Assistant	
1970-1972	USS MSO, Executive Officer/Navigation	
1972	Naval Destroyer School, Department Head Course, Graduate with Distinction	
1972-1974	USS DDG, Weapons Officer	
1974-1976	USS ATF, Commanding Officer	
1976-1978	Naval Postgraduate School	
1978-1981	Staff Plans Officer OPNAV Staff, Strategic Concepts Branch (OP-603) Washington, D.C.	(R)
1981	XO, USS Neversail	

Professional Qualification

- Qualified and Screened for Commander Command at Sea (Surface)  
- Qualified TAO, SWO, EOOW (1200 PSI Steam)  
- Proven Subspecialist in Political-Military/Strategic Planning  
- Member Phi Beta Kappa Honor Society

Awards

Navy Commendation Medal with "V"  
Navy Achievement Medal

Enclosure (2)

OPNAVINST 1301.9A

20 AUG 1985  
Publication/Articles/Papers  
(if applicable)

Other Relevant Experience.

Subspecialty and Other Future Shore Assignment Goals

Enclosure (2)

2

OPNAVINST 1301.9

4 OCT 1983

26 AUG 1985

GENERAL PURPOSE PRIVACY ACT STATEMENT (E.U.S.C. 552A)  
OPNAV 5211/12 (11-78) B/N 0187-LP-002 1180

**PART A-IDENTIFICATION OF REQUIREMENT**

1. REQUIRING DOCUMENT (Describe-SECNAVINST, OPNAVNOTE, SECNAV No., etc.)

OPNAVINST 1301.9

2. SPONSOR CODE

OP-915P

3. DESCRIPTIVE TITLE OF REQUIREMENT (Form title, report title, etc.)

Federal Executive Fellowship (FEF) Program

**PART B-INFORMATION TO BE FURNISHED TO INDIVIDUAL**

1. AUTHORITY

Title 10, U.S.C. 5031

2. PRINCIPAL PURPOSE(S)

For use by the annual Federal Executive Fellowship Selection Board as an aid to determining the best qualified/eligible applicant for selection to the Federal Executive Fellowship Program.

3. ROUTINE USE(S)

Federal Executive Fellowship Selection Board convened annually in April by the Commander, Naval Military Personnel Command.

4. MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

Disclosure is voluntary, however, failure to provide the information could hinder the applicant's chances for selection to the Fellowship Program.

**PART C-IDENTIFICATION OF FORM/REPORT/OTHER REQUIREMENT**

1. FORM NO./REPORT CONTROL SYMBOL/OTHER IDENTIFICATION

PRIVACY ACT STATEMENT

Enclosure (3)



APPENDIX I

IMPACT OF NAVAL WAR COLLEGE

MASTERS DEGREE PROGRAM

This section investigates the potential scenarios that could develop if the Naval War College (NWC) grants a Masters Degree in National Security and Strategic Studies. The primary emphasis will be placed on the development and impact of subspecialty codes that might result from granting such a degree.

**CONSIDERATIONS**

If masters degree authority is granted, then the considerations include:

- Whether other services War Colleges be allowed to grant masters degrees
- Whether the Naval War College will compete with masters degree programs granted by other institutions such as NPS and CIVINS
- Whether the completion of the Non-resident or Correspondence program will qualify one for a masters degree. If neither program does, then the consideration will be whether the programs might in the future.
- "Grandfathering" previous Naval War College graduates. The advantages and disadvantages from a community management perspective must be taken into account.

If a subspecialty code is given in recognition of masters degree level education attained through the Naval War College, then the considerations include:

- What type of subspecialty code will result. It could be in an XX20 (General Political Science or perhaps

National Security Affairs), XX28 (Strategic Planning), or some "other" code.

- Whether the subspecialty will be a "P-coded" one or not
- Whether there are options for a suffix other than a P-code

If the subspecialty code is in Strategic Planning (XX28), then the following considerations apply:

- If the subspecialty also has a P-code, then the program may be viewed as being in competition with other institutions that produce an XX28 P-code. These institutions are primarily NPS and selected CIVINS.

#### **DISCUSSION: P-CODES**

During the period including 1985-1989, the NPS program has provided the Navy with an average of 12 Strategic Planners per year (a combination of the XX25/26/27 subspecialty codes). There are roughly 110 NPS graduates who will be coded XX28 in 1991. CIVINS provides between three and six per year. There are roughly 77 officers who received their subspecialty code by this method. The Naval War College currently graduates between 150-200 naval officers per year (from both the intermediate and senior courses) which, in a relatively small number of years, could "flood the market" with "P-coded" Strategic Planners. Such an event could be exceedingly disruptive to the Graduate Education Quota Plan, as it affects non-NWC National Security Affairs programs.

#### **DISCUSSION: OTHER SUFFIXES**

Other options for a suffix in a Strategic Planning subspecialty code could include a XX28G, which indicates the

officer has a masters degree that does not fully meet Navy criteria, or developing some other suffix that indicates the officer is a "standard ten-month" Naval War College graduate. With the first suffix, consideration should be given to what individual officers might be able to achieve on their own during off duty education (perhaps even while at the Naval War College) to "upgrade" the suffix to a "full" P-code. Another factor concerns the combination of one subspecialty code with another to create a third one. For example, if an XX20P subspecialist receives a XX28G from the Naval War College, what is the result? Does XX20P + XX28G = XX28P or perhaps XX20P+?

#### **DISCUSSION: NUMBERS**

The current ratio of Strategic Planners with the C/D, M/N, P/Q, and R/S suffixes to the number of Strategic Planner billets is roughly 450 people to 152 billets or approximately 3:1. Assuming 200 graduates from the Naval War College per year over the next five years, the additional 1,000 officers could raise that ratio to about 10:1. If the current curriculum at the Naval War College is considered to have been the same for the past five years and the subspecialty code is therefore retroactive ("grandfathering"), then that ratio could become 10:1 almost instantly.

## CONCLUSIONS

The above considerations focused primarily on the Strategic Planning subspecialty codes. One could go through a similar taxonomy for other subspecialty codes including the XX20 (General Political Science) area. The number of officers in a particular subspecialty might not even be considered to be a problem as long as a shortage does not exist. On the other hand, if the Navy has an overabundance of officers in a certain field, this may be cause for scaling back the number of officers sent to other institutions for the purpose of providing the Navy with officers considered to possess graduate level education necessary to perform in a particular billet.

The Naval War College provides an important function for the Professional Military Education of naval officers. Survey respondents cited the high value they placed upon the education they had received. But due to many factors (faculty mix, breadth of course offerings, etc.), the Naval War College should not be considered as an alternative to the Naval Postgraduate School or civilian institutions that "efficiently" condenses a two year Strategic Planning curriculum into less than one year. Similarly, neither the Naval Postgraduate School nor a civilian institution should be considered a substitute for the Naval War College. These institutions are complementary to the overall process of educating and preparing strategic planners.

## RECOMMENDATIONS

The Naval War College should not become a source for providing the Navy with XX28P Strategic Planners. Graduates should receive a code that simply indicates that they are Naval War College graduates, and when billets are reviewed for consistency with a Strategic Plannning subspecialty code, there should be an additional designation assigned to the billet that indicates whether a Naval War College diploma is desired, required, or not required.

## APPENDIX J

### HIGHLIGHTS OF SURVEY AND STUDY RESULTS

In order to assess what jobs had been held and the importance of graduate education, a survey of 449 Naval Strategic Planners was conducted. Military addresses were obtained from NMPC-1643D. The survey was sent to three different groups:

- 1) Strategic Planners who were graduates of the curriculum at the Naval Postgraduate School;
- 2) Strategic Planners who were graduates of other institutions;
- 3) Officers who had been assigned to a strategic planning billet and had received an "experience" coded subspecialty code.

Due to improper or insufficient information regarding addresses or, in some cases, the lack of a forwarding address, a total of 31 surveys were returned unanswered.

	NPS (102)	CIVINS (70)	EXP (277)	TOTAL (449)
	-----	-----	-----	-----
Responded	54 (53%)	31 (44%)	141 (51%)	226 (50%)
Returned	11 (11%)	11 (16%)	9 (3%)	31 (7%)
Total	65 (64%)	42 (60%)	150 (54%)	257 (57%)

#### WARFARE SPECIALTY OF RESPONDENTS

General Unrestricted Line	9%
Surface Warfare	34%
Submarine Warfare	17%
Special Warfare	5%
Naval Aviators	18%
Naval Flight Officers	18%

#### Specific Questions

1. What percentage of officers who have been specifically educated in the area of Strategic Planning by the Naval Postgraduate School (NPS) or civilian institutions (CIVINS) actually go on to use their education?

- 41% NPS and 29% CIVINS
- Taking into account a subsequent sea tour after the tour in which one received the education: 53% NPS and 67% CIVINS

2. Is there a pattern as to where NPS or CIVINS graduates of a Strategic Planning program are assigned?

- Both groups were assigned to similar billets
- NPS graduates listed 27 billets and CIVINS graduates listed 25 billets mostly in OP-06 (37% of NPS, 36% of CIVINS). Primarily in OP-603 but also OP-605 and OP-651
- Others were in JCS and FEF
- None reported having served on a numbered fleet staff
- CIVINS had 6 billets in OSD; NPS had none

3. Is there a pattern as to where officers within the category of Experience-coded Strategic Planners are assigned depending on whether they have a POL/MIL educational background?

- 28 percent of the respondents had graduate level education in a Pol/Mil related area
- Those officers who had a Pol/Mil degree were primarily assigned to billets in the OSD, and OP-06 (in particular OP-602 and OP-603). Those without a Pol/Mil degree were assigned primarily to the staff of CINCLANT, CINCLANTFLT, CINCPACFLT, JCS, and JSTPS.
- Of the 15 respondents who had served on either the staff of USCINCLANT or CINCLANTFLT, none had a Pol/Mil degree
- Thirteen respondents served either at OP-602 or OP-603. All had reported having a Pol/Mil degree.

4. Is there a pattern as to where Experienced-coded officers are assigned compared to officers with Strategic Planning educational backgrounds?

- Billets were similar
- JCS, OSD, and offices in OP-06, in particular OP-603 and, to a lesser extent, OP-602

5. With regard to officers that have held multiple tours in the Strategic Planning field is there a pattern as to the type of billets held?

- There were two categories of billets that had by far the largest number of officers assigned who had also been assigned to other billets in the Strategic Planning field. These two areas were OP-06 and the JCS. Within OP-06 specifically, 86 percent of the OP-603 (Strategic Concepts Branch) "alumni" held other jobs in the Strategic Planning field. Of the officers who had been assigned to the JCS (primarily in J-5, the Strategic Plans and Policy area) 69 percent held other jobs in Strategic Planning fields.

6. Comparing the billets listed by the respondents with the billet list provided by OP-602 are the billets the same?

- There are 152 OP-602 billets; respondents indicated they had served in 54 of them. The billets filled were primarily in CINCPACFLT and the offices of OP-06 (in particular OP-602/603/605/651/652/653).
- There appeared to be an imbalance in the number of billets in the OP-602 list of CINCPACFLT to CINCLANTFLT (sixteen versus one). All of the respondents who held jobs on the CINCPACFLT staff indicated that the billet was consistent with the Strategic Planning subspecialty code. According to the OP-602 list, none of the CINCPACFLT jobs require an officer with a Strategic Planning P-code. This may explain why no P-coded officers reported having been on a CINCPACFLT staff.

7. Are there billets on the OP-602 list which respondents think are not consistent with the subspecialty code?

- Virtually none. Respondents indicated that the billet matched the subspecialty code they had in almost every case. This appears to indicate that subspecialists are being properly matched to billets.

8. Are there any recommendations for adding or deleting billets to the OP-602 list based on the responses of those surveyed?

- Not for deleting billets but several for adding:

Defense Nuclear Agency - Atomic Energy Plans and Policy  
Joint Electronic Warfare Center - Concepts and Doctrine  
OP-613 - Assistant Head, Western Hemisphere Branch  
Office of the SECNAV - Program Appraisal Office  
Intelligence Analyst - NOIC, SWORD  
NSC - Director of Pol-Mil Affairs  
OSD - Special Assistant for Stockpile Management  
OSD - Planning and Requirements  
OSD - Desk Officer for Iran and the Indian Ocean  
OSD - Deputy Assistant to the Secretary of Defense for Missions and Applications  
OSD - Special Assistant to the Secretary of Defense for Interagency Matters  
OP-96 - Extended Planning Branch (Political and Systems Analyst)

In addition to the above billets, consideration should also be given for including the recently-formed OP-06 Chair of Strategic Planning at the Naval Postgraduate School.



9. Are there any patterns to the responses regarding the importance of graduate education between the NPS, CIVINS, and experience-coded officers (who have POL/MIL educational backgrounds)?

- 95% of NPS and 100% of CIVINS graduates who had served in a Strategic Planning billet felt that having a graduate degree had helped them in their jobs
- 82% of the Experience-coded Strategic Planners with a Pol-Mil degree indicated that the degree had helped them
- Frequently cited reasons that a degree helped were that a degree in a Pol-Mil area gives one a broad knowledge base, teaches one to think (by improving analytical skills), provides credibility in the strategic planning field, and a degree provides credentials that help one to get jobs. Many of the Experience-coded Strategic Planners who did not have a Pol-Mil degree gave comments that indicated their lack of a degree had not been a problem for them.
- With regard to the importance of the institution attended, 90% of NPS and 100% of CIVINS graduates who had served in a Strategic Planning billet felt that having attended their particular institution had helped them in their jobs

10. What courses are considered to be the most helpful by those respondents who had been employed in a strategic planning billet?

U.S. National Interests and/or U.S. Security/Defense  
Policy issues  
International Relations and/or Comparative Foreign  
Policy courses  
International Economics and Defense Resource Allocation  
areas,  
Soviet National Security Strategy  
Soviet Military Strategy

11. Are there any courses that respondents took that were not considered to be important in a strategic planning billet?

Management  
Forecasting, Research Methods, and/or Comparative  
Analysis  
Arms Control issues

It should be noted that several who ranked the courses listed as "least important" did so grudgingly.

12. Are there any recommendations for improvement or considerations that should be taken into account for the future educating of strategic planners?

How to do Point Papers  
Understanding what goes on inside the Pentagon  
Economics (Public Finance)  
Russian Language study  
International Economics  
Regional Studies (Middle East and Latin America)  
The Budget Process, PPBS, and Role of Congress  
Military and Naval History  
Third World issues  
The Military Planning Process  
Operations Analysis  
Chemical Warfare  
Primer on Nuclear Warfare History and Strategy

APPENDIX K

**BILLETS AND CONSISTENCY AS  
EXPRESSED BY SURVEY RESPONDENTS**

Two questions were asked on the survey concerning billets held by strategic planners. The first was concerned with the type of billet as it related to the strategic planning field. The second question was concerned with whether the billet was consistent with the subspecialty code of strategic planning.

Data collected from survey respondents were used to create the following listing. Each billet has been assigned a control number that corresponds to the individual respondent. Codes in the "Control #" column correspond to NPS graduates (100 series), CIVINS graduates (200 series), and Experience-coded subspecialists (3000 series). If the entry has a blank in the "Control #" column the billet for that corresponding entry was taken from the OP-602 billet listing for Strategic Planners (listed in Appendix B). Also listed is the type of billet and whether the respondent considered it consistent with the strategic planning subspecialty code. A "Y" indicates "Yes" and an "N" indicates "No". In some cases the respondent gave additional information regarding consistency which is listed in general terms.

Of the 259 Strategic Planning billets reported, many have been listed several times. This serves to indicate the relative frequency of respondents that were used to fill that same, or a very similar, billet. If a respondent indicated that a billet he/she had served in no longer exists, it was not added to the list.

The most common billets held were in the OP-06 offices (52 respondents), CINC staffs (19 respondents), JSTPS (11 respondents), and JCS or Joint Staff (27 respondents).

In general, respondents indicated that their billets were, in fact, consistent with the subspecialty code. In only 22 of the billets listed, respondents indicated that the billet was not consistent with the subspecialty code. These billets were primarily in the CINC plans or operations jobs. Respondents indicated that the officer's warfare specialty was normally more important than a Strategic Planning background.

Report: APPENDIX H

CONTROL #	BILLET	CONSISTENT
3052	A-7 ATTACK SQUADRON COMMANDER	N
3050	ACDA (U.S. ARMS CONTROL & DISARMAMENT AGENCY)	N
	ACDA-OPERATIONS OFFICER	
	ACDA-STRATEGIC PROGRAMS	
3008	AFSC-JOPS INSTRUCTOR	Y
3097	AFSOUTH-POLICY & STRATEGY DIRECTOR	Y
3104	AIRBORNE COMMAND POST-OPERATIONS TEAM	Y
3029	CANADIAN MARITIME COMMAND, HALIFAX-INTERNATIONAL PLANS (NATO)	Y
3003	CARGRU ASW OFFICER	Y
3067	CARGRU EIGHT-AIR OPS OFFICER	N
3105	CENTCOM-J5	Y
3056	CENTCOM-J5 PLANS OFFICER	Y
3125	CENTCOM-PLANS	Y
	CINCLANTFLT-DIRECTOR FOR LOGISTICS	
3017	CINCLANTFLT-DIRECTOR, FLEET PLANS OFFICER	Y
3079	CINCLANTFLT-FLEET OPS	N
3013	CINCLANTFLT-NE2 PLANS	Y
3017	CINCLANTFLT-REGIONAL LOGISTICS PLANS OFFICER	Y
3117	CINCLANTFLT/VEICINCLANT-ASST CHIEF OF STAFF (PROGRAM PLANNING)	N
	CINCPACFLT-AIR WARFARE	
	CINCPACFLT-ASW	
3064	CINCPACFLT-CODE 61 HEAD, STRATEGIC PLANS & POLICIES	Y
3100	CINCPACFLT-CODE 611, 612, 61	Y
	CINCPACFLT-EASTPAC PLANS	
	CINCPACFLT-FLEET FORCE REQUIREMENTS	
	CINCPACFLT-FLEET PLANS & POLICY	
	CINCPACFLT-GENERAL WAR PLANS	
3090	CINCPACFLT-GENERAL WAR PLANS SECTION	Y
	CINCPACFLT-HEAD, ANALYSIS	
	CINCPACFLT-HEAD, STRATEGIC PLANS	
	CINCPACFLT-HEAD, WAR PLANS	
3060	CINCPACFLT-INTERNATIONAL POLICY	Y
	CINCPACFLT-JOPS	
	CINCPACFLT-MOBILIZATION	
	CINCPACFLT-NUCLEAR WAR PLANS	
	CINCPACFLT-NUCLEAR WEAPONS	
3030	CINCPACFLT-PLANS & POLICY	Y
3100	CINCPACFLT-PLANS AND POLICY	Y
	CINCPACFLT-SOUTHWEST ASIA/INDIAN OCEAN	
3004	CINCPACFLT-STRATEGIC CONCEPTS OFFICER	Y
	CINCPACFLT-STRATEGY DEVELOPMENT/COMMAND	
	CINCPACFLT-SURFACE/MINE WARFARE	
	CINCUSNAVEUR-ASST NUC PLANS	
3137	CINCUSNAVEUR-DEP CHIEF OF PLANS & POLICY	Y
	CINCUSNAVEUR-HEAD, PLANS BRANCH	
317	CINCUSNAVEUR-HEAD, POLICY BRANCH FOR NATO, AFRICA, MIDDLE EAST	Y
3034	CINCUSNAVEUR-HEAD, PLAN BRANCH OFFICER	SOMEWHAT
3038	CINCUSNAVEUR-MINE WARFARE PLANS & POLICY	Y
	CINCUSNAVEUR-MINE WARFARE PLANS	
3017	CINCUSNAVEUR-MOBILIZATION OFFICER	Y

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CONTROL #	BILLET	CONSISTENT
3023	CINCUSNAVEUR-NS CINCUSNAVEUR-NAVAL SPECIAL WARFARE CINCUSNAVEUR-NUCLEAR PLANS CINCUSNAVEUR-STRATEGIC PLANS CINCUSNAVEUR-UNCON WARFARE	
3062	CINCWESTLANT-PLANS OFFICER	N
3039	CNA-STRATEGIC PLANNING BILLET	N (SPACE SYSTEMS)
3130	CO USS MICHIGAN (SSBN-727)	
3046	COMCANLANT-CANADIAN/US PLANS COMCANLANT-INTERNATIONAL COMCANLANT-PLANNING	Y
3079	COMCRUDESGRU EIGHT-OPS & PLANS	N
3063	COMCRUDESGRU TWELVE-SURFACE OPS OFFICER	Y
136	COMIPAC-INTEL ANALYST-SOUTHEAST ASIA	SOMEWHAT
3140	COMMARCOM/COMCANLANT (HALIFAX)	Y
3079	COMNAVSURFLANT-OPS	N
3025	COMNAVSURFPAC-COS	Y
3138	COMPHIBGRU TWO/COMPHIBSTHELANT	
3062	COMSECONDFLT STAFF-ACOS. PLANS & POLICY	N
3062	COMSECONDFLT STAFF-NATIONAL PLANS OFFICER	N
3100	COMSEVENTHFLT-ACOS FOR PLANS & POLICY	Y
3004	COMSEVENTHFLT-AIR WARFARE PLANS	Y
3129	COMSOSUP-SPECIAL OPERATIONS CMD-PLANS OPS OFFICER COMSTRIKEFLTANT-ASST FOR NATO COMSTRIKEFLTANT-ASST NATO PLANS COMSUBGRU NINE-STAFF WEAPONS	N
3127	COMSUBGRUEIGHT-OPS OFFICER	WARFARE SPECIALT
3111	COMSUBLANT-ACOS OPS	Y
3111	COMSUBLANT-ACOS PLANS & EXERCISES COMSUBLANT-ACOS. STAFF PLANS	-
3057	COMSUBPAC-COS COMSUBPAC-STAFF OPS & PLANS COMSUBPAC-STAFF OPS & PLANS COMSUBPAC-STAFF OPS & PLANS COMSUBPAC-STAFF OPS & PLANS COMSUBPAC-STAFF OPS & PLANS COMSUBPAC-STAFF OPS & PLANS	
3077	COMSUBPAC-TRIDENT OPS OFFICER	Y
3111	COMSEVENTHFLT-ASW PLANS	Y
3073	CTF 71-PLANS /READINESS OFFICER	Y
3003	CV STRIKE OPS DCA DSCG SACRAMENT DCA DSCG SACRAMENT DCA DSCG SACRAMENT	Y
115	DEFENSE NUCLEAR AGENCY-ATOMIC ENERGY PLANS & POLICY OFFICER	-
3124	DEPT OF JUSTICE	Y BRAD VLEN
3052	DEPUTY AIR WING COMMANDER	N
103	DIA-CURRENT INTEL ANALYST DIA-INTEL OFFICER	Y
119	FEF-AMERICAN ENTERPRISES INSTITUTE	-

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CONTROL #	BILLET	CONSISTENT
3010	FEF-AMERICAN ENTERPRISE INSTITUTE	Y
3083	FEF-ATLANTIC COUNCIL OF U.S.	Y
226	FEF-BROOKINGS	MORE OR LESS
138	FEF-BROOKINGS	Y
123	FEF-STANFORD	Y
3030	FEF-STANFORD	Y
225	INTEL ANALYST-NOIC. SWORD	Y
102	J-33 (JCS INTERN-CURRENT OPS)	Y
3135	J-8 POL/MIL SIMULATIONS	Y
3103	J5	
203	J5	Y
3033	J5	Y
3094	J5	Y
3131	J5	Y
3133	J5	Y
3089	JCS (J3)-SIOF OFFICER	Y
3120	JCS-CHIEF, CAPABILITIES ASSESSMENT DIVISION	Y
3082	JCS-EA to VICE DIRECTOR (J3)	Y
3067	JCS-EXERCISE PLANS	N
3137	JCS-GENERAL PURPOSE FORCE PLANNER	Y
3023	JCS-J3	
3070	JCS-J3	Y
3081	JCS-J3	Y
3141	JCS-J3	Y
	JCS-JOINT STAFF, CHIEF COMMAND & CONTROL	
	JCS-JOINT STAFF, CHIEF NUCLEAR/CHEMICAL	
	JCS-JOINT STAFF, POL/MIL PLANS	
	JCS-JOINT STAFF, R&D	
	JCS-JOINT STAFF, R&I	
	JCS-JOINT STAFF, STRATEGIC POLICY PLANNER	
	JCS-JOINT STAFF, STRATEGIC POLICY PLANNER	
3119	JCS-MARITIME/UNITED NATIONS NEGOTIATIONS PLANNER	Y
152	JCS-POL/MIL OFFICER	Y
3101	JCS-SENIOR EMERGENCY ACTION OFFICER	Y
3093	JCS-SIOF ADVISOR	Y
3019	JCS-SPACE PLANS & POLICY	Y
3032	JCS-WAR PLANS BRIEFER ON LANFELT PLANS	Y
133	JOINT COMMAND-KOREA	N
107	JOINT EW CENTER-CONCEPTS & DOCTRINE	Y
3066	JOINT STAFF	
3045	JOINT STAFF-J3	Y
3072	JOINT STAFF-J3 JOINT OPERATIONS DIVISION	Y
3045	JOINT STAFF-J7	Y
3005	JOINT STAFF-NUCLEAR WEAPONS BRANCH	Y
3077	JOINT STRATEGIC CONNECTIVITY STAFF	Y
3074	JSTAF	
3065	JSTAF	Y
	JSTAF-ASST. DEPUTY DIRECTOR	
3015	JSTAF-BALLISTIC MISSILE APPLICATIONS TEAM	
	JSTAF-CHIEF	

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CONTROL #	BILLET	CONSISTENT
	JSTPS-CHIEF	
3127	JSTPS-CHIEF FORCE APPLICATION	WARFARE SPECIALTY
	JSTPS-CHIEF, C OF E	
3037	JSTPS-CINCLANT REP	Y
	JSTPS-DEPUTY CHIEF	
3071	JSTPS-MISSILE FORCE PLANNER	Y
3086	JSTPS-MISSILE FORCE PLANNER	Y
	JSTPS-MISSILE OPERATIONS STAFF	
	JSTPS-MISSILE OPERATIONS STAFF OFFICER	
3040	JSTPS-OPS PLANNER	Y
3031	JSTPS-STRATEGIC DEFENSE ANALYST	N
3080	JSTPS-STRATEGIC PLANNER	Y
	JSTPS-STRATEGIC PLANS OFFICER	
	JSTPS-STRATEGIC PLANS OFFICER	
3015	JSTPS-USCINCLANT REP	Y
3117	LANTCOM/SACLANT-EXECUTIVE ASSISTANT	N
	LIAISON OFFICER-BAHAMAS	
3123	MIL ASST TO CCOM (COORD COMM FOR MULTILATERAL STRAT EXPORT CONTROLS)	
3033	MIL ASST. ASST SECDEF FOR INTL SECURITY POLICY (MA to ASD/ISPA)	Y
3072	MILITARY SEALIFT COMMAND-DIRECTOR OF OPERATIONS	Y
3012	MILITARY SEALIFT COMMAND-DIRECTOR, PLANS, PROGRAMS & POLICY	Y
3141	N55-DIVISION CHIEF US NUC CMD & CONTR'L SUPPORT STAFF	Y
3051	NATIONAL EMERGENCY AIRBORNE COMMAND POST	N/A
3083	NATO MIL COMMIT-DIRECTOR, CONVENTIONAL DEFENSE PLANE	Y
	NATO MIL COMMIT-STAFF PLANS/NUCLEAR	
	NATO MIL COMMIT-US NAV DEL	
	NATO-SO NAV BRD	
3090	NAVAL INSPECTOR GENERAL-STRATEGIC PLANS OVERSIGHT	N
	NAVOTISA WASH DC	
3070	NDU-SENIOR FELLOW, STRATEGIC CONCEPTS DEVELOPMENT CENTER	Y
	NPGS-INSTRUCTOR NSA	
206	NSC-DIRECTOR POL/MIL AFFAIRS	Y
3100	NSC-EXECUTIVE OFC OF THE PRESIDENT	Y
	NSPECWARCEN CORONADO-ANALYST	
	NSPECWARCEN CORONADO-ANALYST	
3059	NSPECWARGRUTWO-PLANS OFFICER	SOMEWHAT
3084	NSPECWARGRUTWO-STAFF	Y
	NUC WEAPONS TRAINING GROUP ATLANTIC-INSTR	
3053	NUCLEAR PLANS OFFICER (THEATER & STRATEGIC)	Y
	NWC-CAMPAIGN ANALYSIS	
	NWC-CAMPAIGN ANALYSIS	
	NWC-CAMPAIGN ANALYSIS	
	NWC-CAMPAIGN ANALYSIS	
	NWC-CHMM OPS DEPT	
203	NWC-DEAN OF ACADEMIES	Y
3037	NWC-INSTR OPS DEPT	Y
	NWC-OPS ANALYSIS CAMPAIGNS	
143	NWC-POLITICAL ANALYST-WARGAMING DEPT	OVERLAP
3131	NWC-STRATEGY & CAMPAIGN DIV	Y
154	OLA OFFICE OF LEGISLATION AFFAIRS	



CONTROL #	BILLET	CONSISTENT
3023	OP-0s	
3098	OP-0s	Y
3139	OP-0s	Y
	OP-0sB1	
3055	OP-0sB1	Y
3100	OP-0sB1	Y
	OP-0sB2	
	OP-0sB3	
3075	OP-0sC EXECUTIVE ASST TO CNO FOR JCS AFFAIRS	Y
3070	OP-0sC3	Y
3102	OP-07-EA to CNO	Y
3078	OP-08 NAVY PROGRAM PLANNING	SOMEWHAT
3050	OP-13s	N
3057	OP-21	
	OP-211	
313s	OP-211C TRIDENT I & II	Y
	OP-21B	
3141	OP-22-ARCTIC WARFARE OFFICER	Y
3141	OP-22-ATTACH SUB DIVISION	Y
107	OP-60	Y
3030	OP-60	Y
3051	OP-60	Y
307s	OP-60	Y
3139	OP-60	Y
308s	OP-60 DIRECTOR, STRATEGY, PLANS & POLICY DIVISION	Y
	OP-601	
	OP-601C	
	OP-601C1	
	OP-601C2	
	OP-601C	
	OP-601s	
120	OP-601	GENERALLY
3070	OP-601	Y
3092	OP-601	Y
309s	OP-601 BRANCH HEAD	Y
3070	OP-601 HEAD	Y
	OP-602s	
305s	OP-602s	Y
	OP-602s	
	OP-602C	
111	OP-603	Y
130	OP-603	Y
151	OP-603	Y
203	OP-603	Y
20s	OP-603	Y
207	OP-603	Y
21s	OP-603	Y
3059	OP-603	Y
305s	OP-603	Y
3097	OP-603	Y

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CONTROL #	BILLET	CONSISTENT
3116	OP-603	Y
3124	OP-603	Y
3133	OP-603	Y
3135	OP-603	Y
3088	OP-603 HEAD. STRATEGIC CONCEPTS BRANCH	Y
	OP-603C	
	OP-603D	
	OP-603E	
	OP-603G	
	OP-603H	
	OP-603I	
	OP-603J	
	OP-605	
154	OP-605	
119	OP-605	Y
3001	OP-605	Y
3021	OP-605	Y
3051	OP-605	Y
3054	OP-605	Y
	OP-605A	
	OP-605B	
	OP-605C	
	OP-605D	
3015	OP-605H.1	Y
	OP-605H	
3135	OP-607	Y
	OP-608	
	OP-61	
	OP-61	
	OP-61	
	OP-61	
111	OP-613	Y
3025	OP-616 OCEAN POLICY	Y
3091	OP-616 OCEAN POLICY	Y
203	OP-618	Y
3026	OP-62 TECHNOLOGY TRANSFER	Y
3081	OP-63	Y
3122	OP-65	
3089	OP-65	Y
3112	OP-65	Y
	OP-651	
101	OP-651	Y
109	OP-651	Y
141	OP-651	Y
3037	OP-651	Y
3103	OP-651	Y
3113	OP-651	Y
	OP-6511	
	OP-6512	
	OP-6513	

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CONTROL #	BILLET	CONSISTENT
3052	OP-651E	Y
	OP-652	
3085	OP-652	Y
	OP-652C	
	OP-652D	
	OP-653	
3087	OP-653	Y
3132	OP-653	Y
214	OP-653-NAVY STRATEGIC & THEATER NUCLEAR STOCKPILE MGT	Y
	OP-653D	
	OP-653E	
	OP-654C4	
	OP-658	
3057	OP-658	
	OP-70	
3111	OP-701 FORCE LEVEL PLANS BRANCH	Y
3063	OP-801 HEAD, PROGRAM PLANS & DEVELOPMENT BRANCH	Y
3096	OP-954D TOMAHAWK SLCM	Y
207	OP-95	Y
3018	OP-962 OPS ANALYSIS	Y
226	OP-965-BRANCH HEAD, EXTENDED PLANNING BRANCH	MORE OF LESS
3063	OP-965/915 SPECIAL ASST FOR LONG RANGE PLANNING	Y
3048	OP-05A EXECUTIVE ASST	Y
	OPNAV PERS P&F DIR	
3076	OPNAV/SUPACT DC OP-DOCK	SOMEWHAT
	OPNAV/SUPACT DC-STRATEGIC PLANS	
	OPNAV/SUPACT DC-STRATEGIC PLANS	
	OPNAV/SUPACT DC OP-DOCK	
	OSD-ASST FOR JAPAN	
214	OSD-ATSD(AE)-SPECIAL ASST FOR STOCKPILE MGT	Y
	OSD-COUNTRY DIR	
3010	OSD-COUNTRY DIRECTOR, SPAIN & PORTUGAL	Y
	OSI-DEF DIR DEF	
230	OSD-DEPT ASST SECDEF FOR MISSIONS AND APPLICATIONS	Y
230	OSI-DEB OFFICER FOR IRAN AND INDIAN OCEAN	Y
3048	OSD-EXECUTIVE ASST (NAVY PLANNER)	Y
3118	OSD-INTL SECURITY AFFAIRS	Y
3114	OSD-MA to DASD FOR NUCLEAR FORCES AND ARMS CONTROL POLICY	
3123	OSD-MIL ASST to DEP UNDER SEC FOR TRADE SECURITY POLICY	
230	OSD-NEAR EAST & SOUTH ASIA	Y
3097	OSD-SPECIAL ASST TO ASST SECDEF	Y
207	OSD-SPECIAL ASST TO SECDEF FOR INTERAGENCY MATTERS	Y
206	OSD-USDP PLANNING & REQUIREMENTS	Y
3124	OSD/ISA	Y
3035	POL/MIL ANALYST	Y
151	PROGRAM APPRAISAL OFC-OPC OF THE SECNAV	Y
3086	SACLANT-DIRECTOR, LONG RANGE PLANNING	Y
3047	SACLANT-DIRECTOR, STRATEGIC CONCEPTS BRANCH (L-70)	Y
	SACLANT-FORCE REQUIREMENTS OFFICE	
3047	SACLANT-FORCE REQUIREMENTS OFFICE (L-701)	Y

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CONTROL # BILLET

CONSISTENT

CONTROL #	BILLET	CONSISTENT
	SACLANT-MARITIME EXERCISES	
	SACLANT-MINE PLANS OFFICER	
	SACLANT-SPECIAL ASST. NUCLEAR	
3006	SHAPE-OPERATIONS & PLANS BRANCH	Y
	SHAPE-STAFF OFFICER	
	SHAPE-STAFF OFFICER	
	SHAPE-STAFF OFFICER	
	SHAPE-STAFF OFFICER	
3108	SIOP DESIGN, DEVELOPMENT AND CONTROL	Y
	SOPAC-MARITIME OPS	
113	SPECIAL DEVELOPMENT UNIT-SEALS	Y
226	SPECIAL MILITARY ASST-USD(P), OASD	MORE OR LESS
230	SPECIAL OPERATIONS CMD-J5	Y
3064	SPECIAL OPERATIONS COMMAND ATLANTIC-SPEC WARFARE PLANS	Y
3102	SEE	Y
3009	STATE DEPT-BUREAU OF POL/MIL AFFAIRS	Y
122	STRATEGIC PLANNING ANALYST-PENTAGON	Y
	STRATEGIC SYSTEMS PROGRAM-DIRECTOR	
	STRATEGIC SYSTEMS PROGRAM-DIRECTOR	
3114	STRATEGIC SYSTEMS PROGRAM-HEAD, SPECIAL STUDIES SECTION	
3072	U.S. TRANSPORTATION COMMAND-DEPUTY DIRECTOR J3/J4	Y
3056	US SPECIAL OPERATIONS COMMAND-J6 PLANS & PROGRAMS OFFICER	Y
100	USAF ACADEMY-POLITICAL SCIENCE INSTRUCTOR	SCHEMATIC
3070	USAF ACADEMY-PROF OF POL SCI	Y
	USCINCENT-DEPUTY DIRECTOR	
	USCINCEUR-STAFF OPS PLANS	
	USCINCEUR-STAFF OPS PLANS	
	USCINCEUR-STAFF OPS PLANS	
3038	USCINCLANT-COUNTERNARCOTICS OPERATIONS	Y
	USCINCLANT-DEF DIR NUC	
	USCINCLANT-DIR NUCLEAR OPS	
	USCINCLANT-DIRECTOR, NUCLEAR	
	USCINCLANT-FRM OPS ANALYSIS	
3036	USCINCLANT-GENERAL WAF PLANS OFFICER (N-511)	Y
3110	USCINCLANT-J36 SSBN CURRENT OPS OFFICER	Y
3018	USCINCLANT-J53 PLANS	Y
3099	USCINCLANT-J541 (NUCLEAR WARFARE PLANS OFFICER)	Y
3046	USCINCLANT-JOINT PLANS	Y
3032	USCINCLANT-NUCLEAR OPERATIONS & PLANS OFFICER	N
3040	USCINCLANT-NUCLEAR WARFARE PLANS	Y
3041	USCINCLANT-NUCLEAR WARFARE PLANS OFFICER	Y
3107	USCINCLANT-OPS & PLANS	Y
	USCINCLANT-POL/MIL OFFICER	
3109	USCINCLANT-SIOP ADVISOR	Y
	USCINCLANT-SSBN CURRENT	
	USCINCPAC-CHIEF J3	
	USCINCPAC-CHIEF J4	
3055	USCINCPAC-J3 PLANS	
3125	USCINCPAC-J36-SPECIAL OPERATIONS DIV.	Y
3007	USCINCPAC-J3 ATTACH OFFICER	Y

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CONTROL # BILLET

CONSISTENT

CONTROL #	BILLET	CONSISTENT
3051	USCINCPAC-JOINT CASUALTY RESOLUTION CENTER	Y
	USCINCPAC-NUC SPEC PLANS	
	USCINCPAC-SPEC PLANS OFFICER	
	USCINCPAC-SSBN OPS OFFICER	
217	USNA-ASSOC CHAIRMAN, POL SCI DEPT	Y
	USNA-CHAIRMAN/ASSOC CHMN	
217	USNA-HISTORY INSTR	Y
141	USPACECOM-CHIEF, PLANS BRANCH	N
3012	USSOCOM-GENERAL WAR PLANS	Y
3076	USSOCOM-J5 DEPUTY & DIVISION CHIEF FOR STRATEGY & POLICY	Y
3042	USSPACECOM-SIOP ADVISOR, CHEYENNE MOUNTAIN COMPLEX	Y
3115	USSPACECOM-SPACE OPERATIONS OFFICER	

APPENDIX L

**BILLETS HELD BY EXPERIENCE-CODED  
SUBSPECIALISTS THAT WERE NOT  
ON THE OP-602 BILLET LIST**

There were many billets that Experience-coded respondents held that were not on the OP-602 billet list. Billets in this section are sorted first by whether the respondent thought the job was consistent with the subspecialty code followed by those which were not considered to be consistent. In some cases (such as in the case of some respondents who had worked at OP-603) insufficient information was given by the respondent to determine exactly what billet within the organization was held. Those billets were included in this list.

Again, this list is not meant to purely indicate that Strategic Planners with an "R" or "S" code should be assigned to the billet, but rather, viewed from the perspective of whether "credit" should be given to individuals who fill these billets and whose records are then reviewed by a subspecialty screening board that awards the proper code, if one should be awarded at all.

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CONTROL #	BILLET	CONSISTENT
3008	AFSC-JOPS INSTRUCTOR	Y
3097	AFSOUTH-POLICY & STRATEGY DIRECTOR	Y
3104	AIRBORNE COMMAND POST-OPERATIONS TEAM	Y
3029	CANADIAN MARITIME COMMAND. HALIFAX-INTERNATIONAL PLANS (NATO)	Y
3003	CARGRU ASW OFFICER	Y
3105	CENTCOM-J5	Y
3056	CENTCOM-J5 PLANS OFFICER	Y
3125	CENTCOM-PLANS	Y
3013	CINCLANTFLT-NS2 PLANS	Y
3017	CINCLANTFLT-REGIONAL LOGISTICS PLANS OFFICER	Y
3060	CINCPACFLT-INTERNATIONAL POLICY	Y
3004	CINCPACFLT-STRATEGIC CONCEPTS OFFICER	Y
3017	CINCUSNAVEUR-MOBILIZATION OFFICER	Y
3046	COMCANLANT-CANADIAN/US PLANS	Y
3063	COMCRUDESGRU TWELVE-SURFACE OPS OFFICER	Y
3140	COMMARCOM/COMCANLANT (HALIFAX)	Y
3025	COMNAVSURFPAC-CDS	Y
3100	COMSEVENTHFLT-ACOS FOR PLANS & POLICY	Y
3004	COMSEVENTHFLT-AIR WARFARE PLANS	Y
3111	COMSUELAN-ACOS OPS	Y
3077	COMSUBPAC-TRIDENT OPS OFFICER	Y
3121	COMSEVENTHFLT-ASW PLANS	Y
3003	CV STRIKE OPS	Y
3124	DEPT OF JUSTICE	Y
3010	FEF-AMERICAN ENTERPRISE INSTITUTE	Y
3082	FEF-ATLANTIC COUNCIL OF U.S.	Y
3030	FEF-STANFORD	Y
3135	J-6 POL/MIL SIMULATIONS	Y
3033	J5	Y
3094	J5	Y
3131	J5	Y
3133	J5	Y
3089	JCS (J3)-SIOP OFFICER	Y
3120	JCS-CHIEF, CAPABILITIES ASSESSMENT DIVISION	Y
3082	JCS-EA to VICE DIRECTOR (J7)	Y
3137	JCS-GENERAL PURPOSE FORCE PLANNER	Y
3070	JCS-J5	Y
3081	JCS-J5	Y
3141	JCS-J5	Y
3119	JCS-MARITIME/UNITED NATIONS NEGOTIATIONS PLANNER	Y
3101	JCS-SENIOR EMERGENCY ACTION OFFICER	Y
3093	JCS-SIOP ADVISOR	Y
3019	JCS-SPACE PLANS & POLICY	Y
3082	JCS-WAR PLANS BRIEFER ON LANFLT PLANS	Y
3045	JOINT STAFF-J3	Y
3071	JOINT STAFF-J3 JOINT OPERATIONS DIVISION	Y
3045	JOINT STAFF-J7	Y
3005	JOINT STAFF-NUCLEAR WEAPONS BRANCH	Y
3077	JOINT STRATEGIC CONNECTIVITY STAFF	Y
3055	JOICE	Y

## Report: APPENDIX L

CONTROL #	BILLET	CONSISTENT
2016	JSTPS-BALLISTIC MISSILE APPLICATIONS TEAM	Y
3037	JSTPS-CINCLANT REP	Y
3071	JSTPS-MISSILE FORCE PLANNER	Y
3086	JSTPS-MISSILE FORCE PLANNER	Y
3040	JSTPS-OPS PLANNER	Y
3015	JSTPS-USCINCLANT REP	Y
3033	MIL ASST. ASST SECDEF FOR INTL SECURITY POLICY (MA to ASD/ISP)	Y
3072	MILITARY SEALIFT COMMAND-DIRECTOR OF OPERATIONS	Y
3012	MILITARY SEALIFT COMMAND-DIRECTOR, PLANS, PROGRAMS & POLICY	Y
3141	N55-DIVISION CHIEF US NUC CMD & CONTROL SUPPORT STAFF	Y
3083	NATO MIL COMMIT-DIRECTOR, CONVENTIONAL DEFENSE PLANS	Y
3070	NDU-SENIOR FELLOW, STRATEGIC CONCEPTS DEVELOPMENT CENTER	Y
3100	NSC-EXECUTIVE OFC OF THE PRESIDENT	Y
3084	NSPECWARGRUTWO-STAFF	Y
3053	NUCLEAR PLANS OFFICER (THEATER & STRATEGIC)	Y
3037	NWC-INSTR OPS DEPT	Y
3098	OP-06	Y
3139	OP-06	Y
3075	OP-060 EXECUTIVE ASST TO CNO FOR JOE AFFAIRS	Y
3070	OP-0603	Y
3102	OP-07-EA to CNO	Y
3141	OP-22-ARCTIC WARFARE OFFICER	Y
3141	OP-22-ATTACK SUB DIVISION	Y
3030	OP-60	Y
3055	OP-60	Y
3088	OP-60 DIRECTOR, STRATEGY, PLANS & POLICY DIVISION	Y
3070	OP-602	Y
3092	OP-602	Y
3098	OP-602 BRANCH HEAD	Y
3070	OP-602 HEAD	Y
3039	OP-603	Y
3083	OP-603	Y
3097	OP-603	Y
3116	OP-603	Y
3124	OP-603	Y
3133	OP-603	Y
3135	OP-603	Y
3088	OP-603 HEAD, STRATEGIC CONCEPTS BRANCH	Y
3019	OP-605H, J	Y
3135	OP-607	Y
3025	OP-616 OCEAN POLICY	Y
3091	OP-616 OCEAN POLICY	Y
3026	OP-62 TECHNOLOGY TRANSFER	Y
3091	OP-63	Y
3087	OP-65	Y
3112	OP-65	Y
3111	OP-701 FORCE LEVEL PLANS BRANCH	Y
3083	OP-601 HEAD, PROGRAM PLANS & DEVELOPMENT BRANCH	Y
3096	OP-9340 TOMAHAWK SLOC	Y
3016	OP-962 OPS ANALYSIS	Y



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CONTROL #	BILLET	CONSISTENT
3063	OP-965/9:5 SPECIAL ASST FOR LONG RANGE PLANNING	Y
3046	OP-06A EXECUTIVE ASST	Y
3010	OSD-COUNTRY DIRECTOR, SPAIN & PORTUGAL	Y
3048	OSD-EXECUTIVE ASST (NAVY PLANNER)	Y
3118	OSD-INTL SECURITY AFFAIRS	Y
3097	OSD-SPECIAL ASST TO ASST SECDEF	Y
3124	OSD/ISA	Y
3035	POL/MIL ANALYST	Y
3088	SACLANT-DIRECTOR, LONG RANGE PLANNING	Y
3047	SACLANT-DIRECTOR, STRATEGIC CONCEPTS BRANCH (C-73)	Y
3047	SACLANT-FORCE REQUIREMENTS OFFICER (C-721)	Y
3006	SHAPE-OPERATIONS & PLANS BRANCH	Y
3108	SIOP DESIGN, DEVELOPMENT AND CONTROL	Y
3084	SPECIAL OPERATIONS COMMAND ATLANTIC-SPEC WARFARE PLANS	Y
3102	SSG	Y
3029	STATE DEPT-BUREAU OF POL/MIL AFFAIRS	Y
3072	U.S. TRANSPORTATION COMMAND-DEPUTY DIRECTOR J3/J4	Y
3056	US SPECIAL OPERATIONS COMMAND-J6 PLANS& PROGRAMS OFFICER	Y
3070	USAF ACADEMY-PROF OF POL SCI	Y
3038	USCINCLANT-COUNTERNARCOTICE OPERATIONS	Y
3035	USCINCLANT-GENERAL WAR PLANS OFFICER (N-511)	Y
3018	USCINCLANT-J53 PLANS	Y
3099	USCINCLANT-J541 (NUCLEAR WARFARE PLANS OFFICER)	Y
3046	USCINCLANT-JOINT PLANS	Y
3040	USCINCLANT-NUCLEAR WARFARE PLANS	Y
3041	USCINCLANT-NUCLEAR WARFARE PLANS OFFICER	Y
3107	USCINCLANT-OPS & PLANS	Y
3109	USCINCLANT-SIOP ADVISOR	Y
3126	USCINCPAC-J36-SPECIAL OPERATIONS DIVN	Y
3007	USCINCPAC-J5 ACTION OFFICER	Y
3051	USCINCPAC-JOINT CASUALTY RESOLUTION CENTER	Y
3011	USSOCOM-GENERAL WAR PLANS	Y
3076	USSOCOM-J5 DEPUTY & DIVISION CHIEF FOR STRATEGY & POLICY	Y
3042	USSPACECOM-S.OF ADVISOR, CHEYENNE MOUNTAIN COMPLEX	Y
3127	COMSUBGRUEIGHT-OPS OFFICER	WARFARE SPECIALTY
3034	CINCSNAVEUR-JOPS/LOG PLANS/ADP OFFICER	SOMEWHAT
3059	NSPECWARGRUTWO-PLANS OFFICER	SOMEWHAT
3078	OP-08 NAVY PROGRAM PLANNING	SOMEWHAT
3078	OPNA/SUPACT DC OP-08A	SOMEWHAT
3001	NATIONAL EMERGENCY AIRBORNE COMMAND POST	N/A
3039	CNA-STRATEGIC PLANNING BILLET	N (SPACE SYSTEMS)
3052	A-7 ATTACK SQUADRON COMMANDER	N
3050	ACDA (U.S. ARMS CONTROL & DISARMAMENT AGENCY)	N
3067	CARGRU EIGHT-AIR OPS OFFICER	N
3079	CINCLANTFLT-FLEET OPS	N
3117	CINCLANTFLT/USCINCLANT-ASST CHIEF OF STAFF (PROGRAM PLANNING)	N
3062	CINWESTLANT-PLANS OFFICER	N
3079	COMPROCESERO EIGHT-OPS & PLANS	N
3079	COMNAVSURFLANT-OPS	N
3062	COMSECDEFLT STAFF-ACDS, PLANS & POLICY	N

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CONTROL #	BILLET	CONSISTENT
3062	COMSECDEFLT STAFF-NATIONAL PLANS OFFICER	N
3128	COMSOSUR-SPECIAL OPERATIONS CMD-PLANS/OPS OFFICER	N
3052	DEPUTY AIR WING COMMANDER	N
3067	JCS-EXERCISE PLANS	N
3031	JSTPS-STRATEGIC DEFENSE ANALYST	N
3117	LANTCOM/SACLANT-EXECUTIVE ASSISTANT	N
3090	NAVAL INSPECTOR GENERAL-STRATEGIC PLANS OVERSIGHT	N
3050	OP-136	N
3032	USCINCLANT-NUCLEAR OPERATIONS & PLANS OFFICER	N

APPENDIX M

**SAMPLE OPINIONS EXPRESSED BY  
SURVEY RESPONDENTS ON VARIOUS SUBJECTS**

The following are examples of specific opinions given by Strategic Planners. Each quote is followed by the specific control number assigned to the particular respondent. This appendix is divided into three main sections: 1) Comments from Naval Postgraduate School graduates; 2) graduates of other institutions; and 3) individuals who received experience coded suffixes to their Strategic Planning subspecialty code.

**NAVAL POSTGRADUATE SCHOOL RESPONDENTS**

Naval Postgraduate School graduates were asked to comment on the following questions: 1) Could you have been better prepared for your job in the strategic planning area? If so, what would you have done differently or wish you had been exposed to? 2) What suggestions do you have for improving the curriculum offered by the National Security Affairs Department at the Naval Postgraduate School. If you had the opportunity to do it all over again, what type of information or area of study do you wish you could have been better exposed to?

## **NPS/SUGGESTIONS FOR IMPROVEMENT**

(1) Two to four week "hands on" tour with organizations/ commands that deal with strategic planning, etc. (2) Outside sponsorship of idealistic ("real world") thesis topics. (3) Case studies in Strategic Planning demonstrating successes/failures examining key considerations and methodologies involved. [140]

[I] think NPGS should have a Ph.D. program vice civilian institutions. We are more specialized. [144]

Don't send 1110 LTs. Send CDRs./LCDRs. who are detailable to XX20 series jobs. I enjoyed the curriculum, but it has been irrelevant to my subsequent assignments. [139]

Reduce the number of Soviet oriented courses and add courses in application of Strategic Planning. [132]

PG school was a good preparation for OP-60. In particular, the field trip to OP-603 was useful. In retrospect, I wish I had been exposed to JCS staffing procedure, and learned how to write point papers. [130]

Add one course in practical nuts and bolts of assignment to large staff (OPNAV, JCS, OSD, CINC, etc.) Ensure that strategic planning students get a field trip to OPNAV. [130]

Ensure a series of short, almost point papers, are required in the courses. [129]

Have academically-qualified naval officers with Strategic Planning experience teach on how planning is actually done. Practical knowledge goes hand-in-hand with theoretical knowledge. [123]

More information/exposure to operations research field particularly in procedures and techniques. Additionally, if Strategic Planning curriculum had more conventional emphasis, not nuclear. Despite the unforeseen change in the Soviet threat, insufficient coverage on conventional issues exists in the program. [122]

Focus on producing reports in point paper format to prepare for OPNAV admin requirements. [120]

A week or two in D.C. working Strategic Planning issues would have been extremely beneficial. [114]

Primary emphasis in the curriculum dealt with DOD solutions -- a broader knowledge of other government agencies and their responsibilities and capabilities would allow someone to consider all options when seeking a solution or if required to "shoot holes in" other agency solutions if we were tasked with DOD proponency. [113]

One month TAD to OP-06 while at PG school. [111]

Look closer at economic issues - with the end of the Cold War - the formation of the EEC - economics will play a major role in US policy and strategy. [109]

Hire admirals as instructors - a balance of pragmatists and academics. [101]

#### **NPS/COMMENTS ABOUT COURSES**

More emphasis in the budget process, PPBS, and the role Congress plays. [154]

[I] would have been better prepared for the Pentagon billets I had by [having had] a few more courses dealing with military or naval history. [151]

More military history, war gaming, and ops research. [149]

I believe the education I received was outstanding and would've changed very little. [148]

Would like to have been exposed more to Allied strategic planning, i.e. What is Japan's Maritime Strategy and how does it interface with U.S. strategy? [147]

Need to maintain Soviet threat section and update Third World threat section. [143]

Chemical warfare. [133]

Increase emphasis/requirements for courses in military history. Greater emphasis on defense economics. [118]

It seemed that all the emphasis was directed towards a thorough knowledge of Soviet programs, foreign policy, nuc[lear] capabilities, and arms control between the U.S. and Soviet Union. Yet events in the Middle East have left some blank stares. This may merit some strategic planning for the regional theatres as current events dictate. [116]

A course that deals with the functioning of the OPNAV joint staffs on a "nuts and bolts" level. [111]

Military history background cannot be overemphasized. [107]

More classes in "The Operational Level of War" to include studies in campaigns. [107]

More exposure to history and technology. [104]

(1) Force planning considerations (all services) and impact of budget process. (2) Crisis Management/Resolution, war termination issues. (3) "Joint"/Inter-Service, (a) intro to major platforms/missions/capability (b) major commands/CINCS-structure-AOR. [103]

Could not have been better prepared in strategic theory - could have benefitted from Defense Organization before going to Washington D.C. [102]

#### **NPS/GENERAL COMMENTS**

Great course. Wish I could have worked more at the SI level. [134]

PG school experience was perfectly fitted to the two jobs I held in Washington. [102]

#### **OTHER INSTITUTIONS RESPONDENTS**

Graduates of academic institutions other than the Naval Postgraduate School were asked to comment on the following questions: Could you have been better prepared for your job in the strategic planning area? If so, what would you have done differently or wish you had been exposed to?

#### **OTHER INSTITUTIONS/GRADUATE EDUCATION**

Double major - intel was payback. Strategic Planning very helpful in appreciating defense planning/programming. This will be crucial in senior assignments (post command). [225]

As such, this schooling would be more "current" if it were obtained later in career (possibly as a alternative to War College). [225]

More time to read! I attained my masters in my off duty time - never had a chance to "relax" and soak up what I really should know. Always "crashing for tomorrow." We need more fellowship programs - post-masters programs, etc. We also need strong leadership for the subspecialty. The Army does it right - they have a dedicated corp of officers called "FAOs" (Foreign Area Officers). Much stronger than a subspecialty. Dedicated group that has leadership to look after and advance interests of the group. [218]

Since I went to a civilian institution, I had to learn JOPS, etc. through Pub. 1. [217]

The range of topics is so vast that the education process for development of strategic planners/staffers is relentlessly ongoing. Thus, there are always areas that we can improve the level of knowledge. [201]

#### **OTHER INSTITUTIONS/COMMENTS ABOUT COURSES**

Georgetown's program did not offer a specific course in Strategic Planning. Courses were given in the area of strategic thinking, but a course in strategic planning needs to [be] integrated into the curriculum. [228]

I have been most pleased with the education I received. Additional emphasis could be devoted to: Defense Analysis; Preparing a Commander's Estimate. [221]

Would have taken more international economics and more regional studies, especially in Middle East and Latin America. [203]

#### **OTHER INSTITUTIONS/CAREER MANAGEMENT**

I would have benefitted from advice on how to structure an academic program toward (1) a Ph.D. (it would have been possible - with good initial advice - in the same time, 2 years, I was given for MA studies); (2) "payback tours" (I found my own jobs, subspecialty managers, at the time didn't care very much, it appeared). [230] FLAG OFFICER

I believe the combination of (a) solid tactical training (b) formal education and (c) experience tours were the perfect combination. [206] FLAG OFFICER

I have never had any billet that was in any way related to my graduate education, and probably never will. Detailers don't give a ... about subspecialty codes. If anything, graduate school hurt my career by keeping me out of billets in my warfare specialty. [215]

#### OTHER INSTITUTIONS/GENERAL COMMENTS

My graduate education and self study have been unappreciated and untapped in my present assignment...I worked very hard during off duty hours to research the requirements for civilian institution post graduate study. I worked harder to finish my MA off duty and do NWC work. Even though my primary mission performance was rated outstanding, 4.0+, etc., little recognition has ever been made of my academic pursuits. [227]

The best experience is simply dealing in policy-making. [226]

#### EXPERIENCE-CODED SUBSPECIALISTS

Individuals who received the experience-coded suffixes to their subspecialty code in Strategic Planning were asked the following questions: 1) Do you feel that getting an advanced academic degree has enhanced your ability to perform the jobs you have held since graduation? If not, is the reason the education you received or with the requirements of the job you have been assigned to or some other reason? 2) Could you have been better prepared for your job in the strategic planning area? If so, what would you have done differently or wish you had been exposed to?



## EXPERIENCE CODED/GRADUATE EDUCATION

Education is the key. For POL-MIL [it] should be a two year curriculum, preferably at a civilian university where broader spectrum of political views is experienced. [3139]

The right approach is to send our best and brightest to the top graduate schools, Fletcher, Kennedy, Stanford, etc. [3137]

The degree provided the skills and credentials to function much more effectively in the Washington arena. [3133]

I absolutely believe that the advanced academic degree enhanced my ability to perform: improved analytical skills; appreciation of affecting factors not immediately evident to a military professional; enhanced personal contacts for professional liaisons; enhanced credibility in the interagency process/interagency relations. [3124]

Personally I think the hype which the Navy puts on advanced academic degrees is misguided. Far better to get a year at a war college than to spend time getting a masters or Ph.D. [3118]

Advanced degree helped in a general sense by preparing me to read and analyze on a higher level. It gave an academic comfortableness in dealing with senior decision-makers. [3116]

Advanced degree would be helpful but has not been necessary. [3083]

An advanced degree in the strategic planning area would have been a tremendous help in the execution of my duties on both the Joint Staff and in OP-60. I regret that I have been in operational assignments to the extent that I have not pursued an advanced degree. It was difficult for me to learn the strategic concepts behind the Maritime Strategy, for example, basically by OJT with OP-603, as well as staffing such joint pubs as the JSCP and several NSDD's etc. I fully intend to try and get one of the funded programs during my next shore tour and flesh out this deficiency in my professional training as a POL/MIL subspecialist. [3019]

I was originally assigned to OP-611 as a Middle East Specialist. The background of the degree was essential to the task. As I branched out into planning through assignment to OP-603 and State I found that the degree served as a very useful basis for the strategic concepts with which I was dealing. [3009]

## EXPERIENCE-CODED/COMMENTS ABOUT COURSES

Read more history. [3122]

A more focused academic program that not only involved international/political social structures but also involved decision theory and rigorous strategic decision making. [3098] FLAG OFFICER

There is no school for this, that I know of, some type of joint school that teaches targeting, delivery vehicles, and political considerations would be good. [3093]

Joint Services/Presidential Administration Structure. [3068]

A short preparatory course in staff planning/jobs/ command structure, WWMCCS, etc. would have been invaluable. [3036]

Better indoctrination program about OPNAV; a couple of weeks on United States and U.S. Navy issues. [3021]

The graduate course at AFSC was an excellent base for a job in strategic planning. One item which would help is a course/school on areas of the world as to political, economic and cultural backgrounds for areas which require plans. These factors play a ever increasing role in strategic planning. [3017]

## EXPERIENCE-CODED/PROFESSIONAL MILITARY EDUCATION

National War College is the best training I could have hoped for to fill the current billet. [3118]

In my view, NAVWARCOL is the very best foundation for Strategic Planning subspecialty available. [3092]

Naval War College experience [has been] invaluable in broadening my thinking and getting me up to speed on Law of the Sea matters which has made my current job easier. Fortunately I was able to find out what my next job would be in time to take Ocean Policy elective during last trimester of NWC. This has been the single most valuable course for me. [3091]

Naval and National War Colleges provided excellent education. [3087]

AFSC was excellent preparation. [3060]

Preparation [is] about right. USACGSC was especially useful for Washington, D.C. staff duties (I took all the strategy electives there). [3135]

#### EXPERIENCE-CODED/CAREER MANAGEMENT

I would have preferred going to my job via Naval War College (or other senior service school) for what is now called Joint Training - Phase I. [3138]

Send everyone to OPNAV (OP-06) prior to Joint Staff Duty. Nearly all Air Force Officers came to the JS from the air staff. [3137]

The degree and warfare experience provided the base for action officer tours which provided the on-the-job experience and further growth. [3133]

I was detailed into Joint Staff with no joint or staff experience or training at all. A tour at the Naval War College in 1981/82 (pre-joint training) hardly qualified me as a strategic planner or prepared me for a tour on the Joint Staff. Assignment to Armed Forces Staff College (or perhaps the NWC under the new system) followed immediately by a tour at the Joint Staff would have better prepared me. A 2 1/2 to 3 year operational tour between NWC or AFSC or NDU is non-productive. Too much is forgotten in that period of time with no period of immediate reinforcement of what one has learned. [3131]

Had I to do it over again, I would have worked toward a degree in International Affairs vice Information Systems Management. Additionally, I would have requested a POL-MIL/Strategic Planning assignment earlier in my career. [3126]

You need major staff experience afloat or ashore at the war fighting commands; i.e., the unified commands, not necessarily a lot of time in Washington in the Navy Staff. There are big differences but the unified staff plans are what get executed during war or contingency not Navy plans. [3125]

I have had the unique advantage of service for two years outside of the DoD (while still active duty) with a fellowship program and thereby have come to the strategic planning business with a broader view than normally expected. I believe that the broadest swath of exposure to "the big picture" is important and that anything that does that is of benefit. [3124]

My degree in Marriage, Family and Child Counseling has helped me to be attuned to family related problems but has not helped my operational requirements. . .I received no training other than on the job once I arrived at JCS. Any formal training in Nuclear Strategic Training would have helped. [3101]

I believe the NPGS course would have helped a great deal at an earlier point in my career. It was not as important then as now, however, since in those days we had the opportunity to pursue a Masters degree while a student at [the] NWC. The Salve-Regina degree today is not as convenient to receive - therefore, NPGS or equivalent civilian institution Masters is critical. As the officer now in charge of approving applicants for OP-60, I insist on exposure in one of the above venues unless people have had the chance to demonstrate their strategic planning abilities in a less challenging assignment earlier in their career. [3088] FLAG OFFICER

Joint/Strategic is a dynamic subspecialty area and needs more high level positive advertising if possible. [3082]

I am currently making heavy use of my degree, but the long absence between my billets has made it difficult to recover. A short course from the War College or from NPGS prior to JSTPS or the DNA billet assignment would have helped considerably. [3074]

I was assigned to a joint staff as a LCDR - I don't think I could have gotten an earlier or better start. [3066]

Experience on the job is [the] best teacher. [3064]

Attend the Joint Planning Course at AFSC - My subordinates at Second Fleet (Air Force and Army LTCs) were much better prepared than the Navy officers (including myself). [3062]

Would have liked to have gone to PG School, Monterey as a JO and studied National Security Affairs -- I was repeatedly denied entry in this curriculum -- was offered any other curriculum -- I declined. I feel this shows short-sightedness on the Navy's part. A student ought to be able to study an area he's motivated in. [3061]

Having not had any planning experience prior to being assigned to a Oplan job, I was not effective for six months after reporting. Need to have at least AFSC to take planning position. [3056]

The background I gained in USCINCLANT plans was sufficient training/preparation for my current plans billet. [3046]

I am now in my fifth subspecialty assignment and I have felt well able to handle each based on the PG education and subsequent experience gained. [3039]

Go to War College between command and the Pentagon. [3037]

Both my graduate and undergraduate degrees were interdisciplinary courses which provided me exposure to a number of academic disciplines. The War College courses also provided additional valuable preparation. I believe that breadth of exposure is an outstanding way to prepare for assignments in the strategic planning field particularly since, in our careers, one cannot always foresee the type of assignments downstream we'll have. [3028]

As a general Submarine Officer my assignment to follow-on joint duty tours in the field of Nuclear Strategic Planning has not been allowed by "The System." This restriction has not been rewarding. [3016]

Once you have a degree of education and broad Navy experience, the best thing to do is to be exposed to the process. War College (junior course) would have provided an excellent alternative, but either process prepares the normal officer for such duty. [3009]

#### EXPERIENCE-CODED/GENERAL COMMENTS

If by "Strategic Plannning" you mean general strategy, plans and policy [I] could not have been better prepared. If by "Strategic Planning" you mean nuclear strategic matters - the area was only brushed on at U.S. Naval War College and not at all (for military content) at Fletcher. Did not come up to speed on the SIOP, etc. until at OPNAV as code OP-06B1 ("planner"). [3100]

I'm currently working in Arms Control (START) and since most military personnel have no experience in the finer points of negotiating away military strengths, I have not been hampered by a lack of background. In fact, common sense and a practical background have proven valuable in the esoteric world of arms control. It is ironic that the "military view" is what is most common between the two sides in negotiations. [3094]

If Strategic Planning means Geo-Political, then okay. If Strategic Planning as to vision and organizational excellence, the Navy doesn't do strategic planning, nor do people in the Navy understand strategic planning and that strategic plan implementation is equally critical. [3090]

Strongly recommend War College before Pentagon or staff assignments. There is a major difference in the educational requirements for running a ship and strategic level planning. You need a technical degree to start your career and a nontechnical one at the end. [3037]

Navy as a whole should promote (assign) outside reading requirements based on rank. Reading should concentrate on providing historical perspective to current policies. [3023]

If there were a herd of former strategic planners somewhere who had actually done the job at a national level (JSTPS, JCS) who would truthfully educate those who would go to those jobs so we could understand the true macro/micro issues grappled with in this environment. Academia has no grasp of the real issues involved in Strategic Planning. Nor do they have any way of finding out what the real issues are until they do the job, and have the clearances . . . The micro issues drive the macro picture that the policy makers see. The policy makers don't see these micro issues nor do they see the macro issues, they only see the result (the SIOP plan). From this result they formulate flawed policy for the strategic policy position of our country. [3031]

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